



Special Education

Scarsdale Union Free School District

“Know me for my abilities, not my disability.” Robert M. Hensel

A disability is only one part of a person, and, just like any person, it is the combination of their character, effort, and abilities that determine their success and happiness.

Tonight's Presentation:



- Purpose
- Current Numbers and Trends
- Programming Decisions Philosophy and Parameters
- CSE Process
- Elementary Special Education Programs
- Middle School Special Education Programs
- High School Special Education Programs
- Questions



The Purpose of Special Education:

- To allow students with disabilities to access the general education curriculum with their non-disabled peers as much as possible;
- To develop students understanding of their strengths and challenges while protecting and growing their self-worth;
- To teach students self-advocacy skills and foster increasing independence throughout students' educational careers; and
- To help students with disabilities develop post-secondary plans that consider their challenges but focus on maximizing their strengths and interests.

Who Are We?



K-12

564 Students (12% of population)

Pre-School

65 Students

Special Education Students served within our schools

93.5%

Who Are We?



Trends: Disability by Number

Disability	2021-2022	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Autism	64	49	43	39	31	30	26	22	24	28	29	27
Emotional Disturbance	34	37	36	30	31	34	33	36	30	22	17	22
Learning Disability	135	145	149	141	133	146	161	169	157	135	149	139
Intellectual Disability	1	1	1	0	2	2	2	2	2	3	1	2
Deafness	0	0	0	0	0	0	0	0	0	0	0	0
Hearing Impaired	3	3	2	3	1	1	2	1	1	2	1	1
Speech and Language	77	68	56	54	59	55	61	76	68	78	86	70
Visual Impairment	0	0	0	0	0	0	1	1	1	1	2	2
Orthopedic Impairment	4	6	7	6	4	4	3	4	4	4	4	5
Other Health Impairment	241	200	182	154	139	133	121	117	108	104	99	88
Multiple Disabilities	5	6	8	8	8	10	10	9	7	7	9	14
Deaf-Blindness	0	0	0	0	0	0	0	0	0	0	0	0
Traumatic Brain Injury	0	1	1	1	1	1	0	0	0	1	1	1
Total	564	516	485	436	409	416	420	437	402	385	398	371

Who Are We?

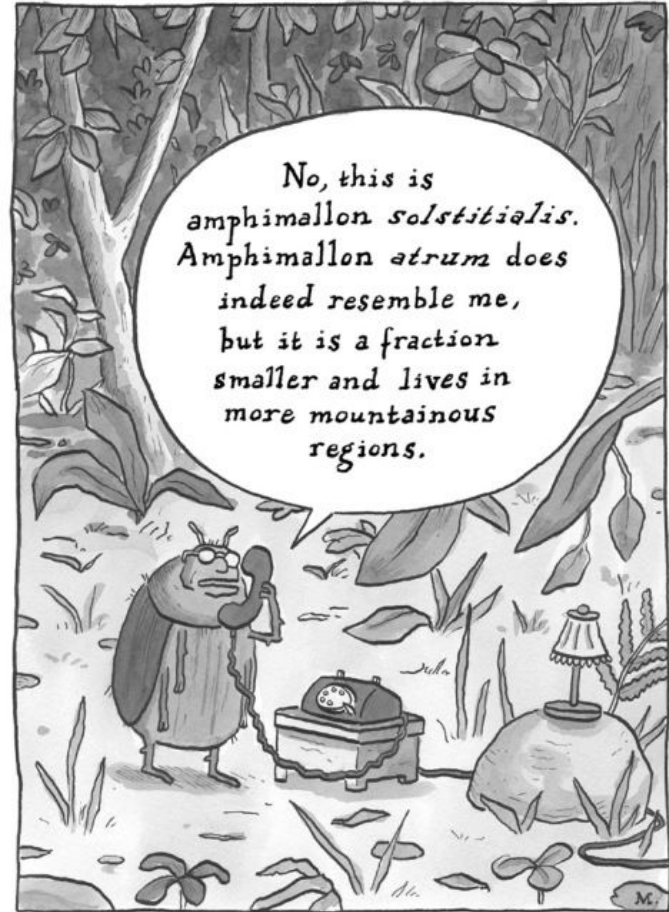


Trends: Disability by Percentage

Disability	2021-2022	2020-21	2019-20	2018-19	2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	2011-12	2010-11
Autism	11.3%	9.5%	8.9%	8.9%	7.6%	7.2%	6.2%	5.0%	6.0%	7.3%	7.3%	7.3%
Emotional Disturbance	6.0%	7.2%	7.4%	6.9%	7.6%	8.2%	7.9%	8.2%	7.5%	5.7%	4.3%	5.9%
Learning Disability	23.9%	28.1%	30.7%	32.3%	32.5%	35.1%	38.3%	38.7%	39.1%	35.1%	37.4%	37.5%
Intellectual Disability	0.2%	0.2%	0.2%	0.0%	0.5%	0.5%	0.5%	0.5%	0.5%	0.8%	0.3%	0.5%
Deafness	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Hearing Impaired	0.5%	0.6%	0.4%	0.7%	0.2%	0.2%	0.5%	0.2%	0.2%	0.5%	0.3%	0.3%
Speech and Language	13.7%	13.2%	11.5%	12.4%	14.4%	13.2%	14.5%	17.4%	16.9%	20.3%	21.6%	18.9%
Visual Impairment	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.2%	0.2%	0.2%	0.3%	0.5%	0.5%
Orthopedic Impairment	0.7%	1.2%	1.4%	1.4%	1.0%	1.0%	0.7%	0.9%	1.0%	1.0%	1.0%	1.3%
Other Health Impairment	42.7%	38.8%	37.5%	35.3%	34.0%	32.0%	28.8%	26.8%	26.9%	27.0%	24.9%	23.7%
Multiple Disabilities	0.9%	1.2%	1.6%	1.8%	2.0%	2.4%	2.4%	2.1%	1.7%	1.8%	2.3%	3.8%
Deaf-Blindness	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Traumatic Brain Injury	0.0%	0.2%	0.2%	0.2%	0.2%	0.2%	0.0%	0.0%	0.0%	0.3%	0.3%	0.3%

Classifications:

They don't tell the whole story...



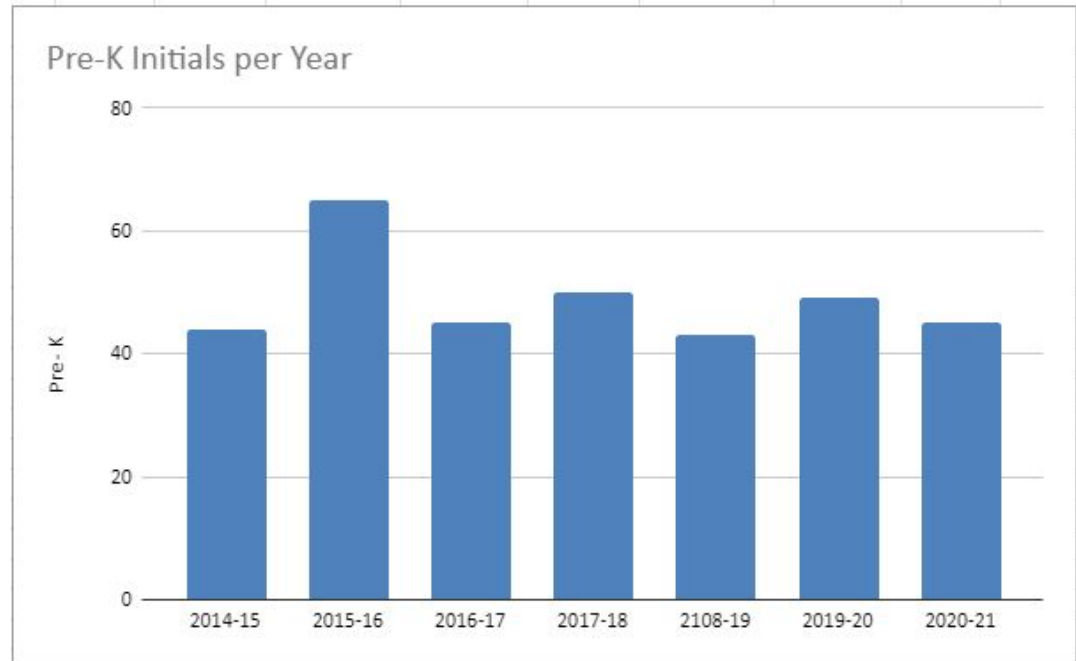
The confusing diversity of nature

Who Are We?



Trends: Initial Referrals CPSE

Year	Initial Referrals
14-15	44
15-16	65
16-17	45
17-18	50
18-19	43
19-20	49
20-21	45

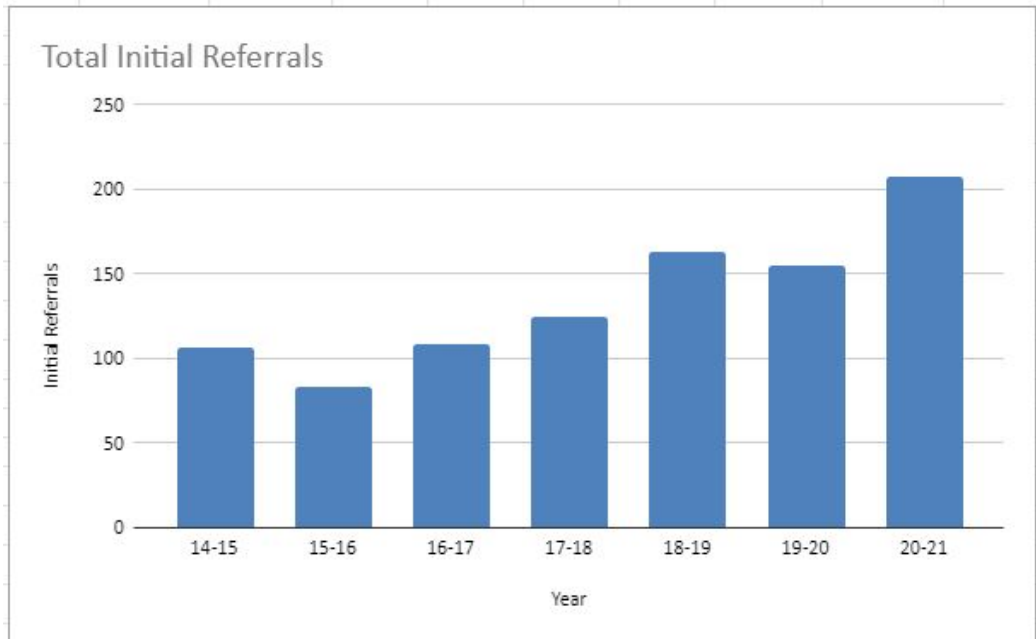


Who Are We?



Trends: Initial Referrals CSE

Year	Initial Referrals
14-15	106
15-16	83
16-17	109
17-18	125
18-19	163
19-20	155
20-21	208

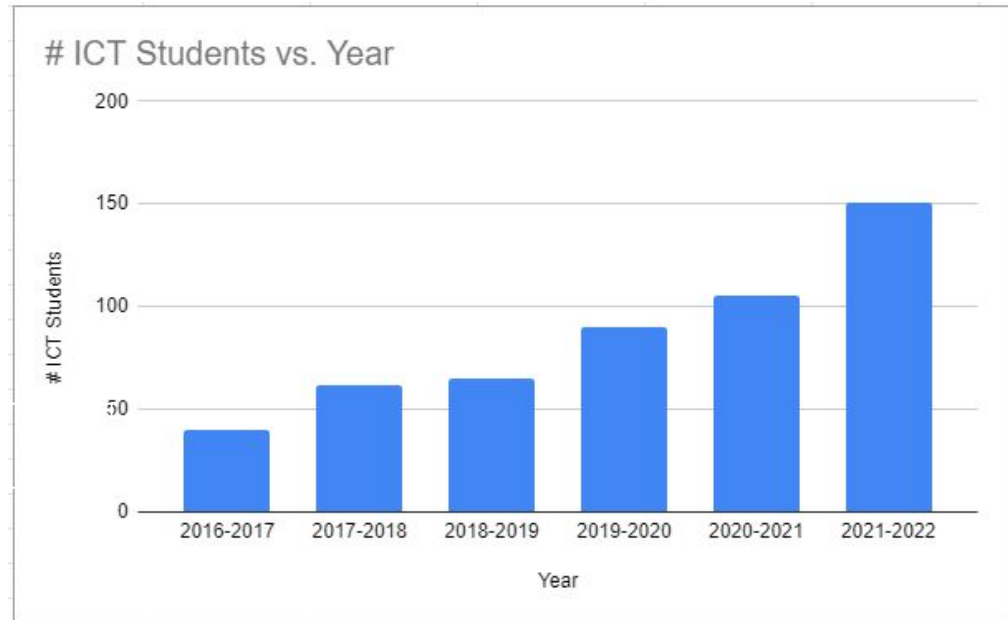


Who Are We?



Trends: ICT Program

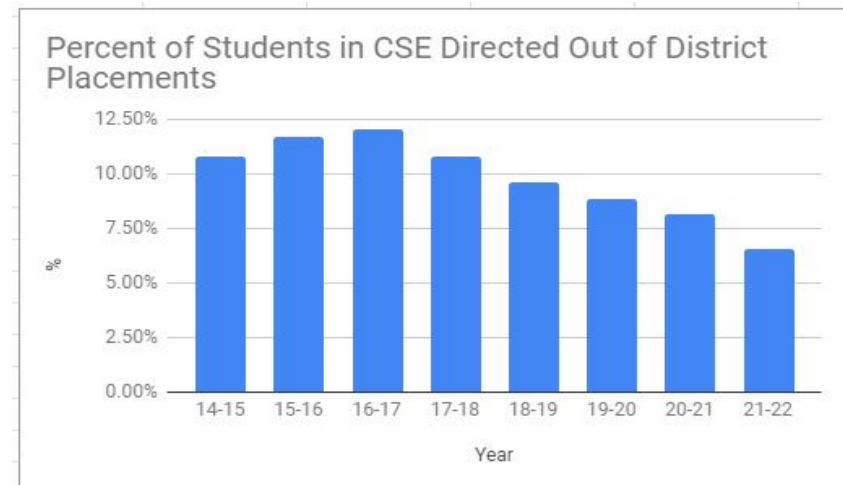
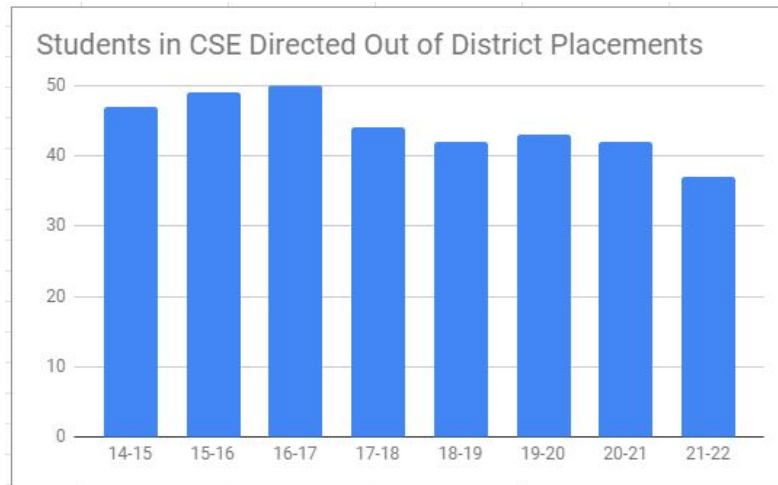
Year	# ICT Students
2016-2017	40
2017-2018	62
2018-2019	65
2019-2020	90
2020-2021	105
2021-2022	151



Who Are We?



Trends: Out of District Placements (CSE Directed)



Total number of students in outside placements: 35

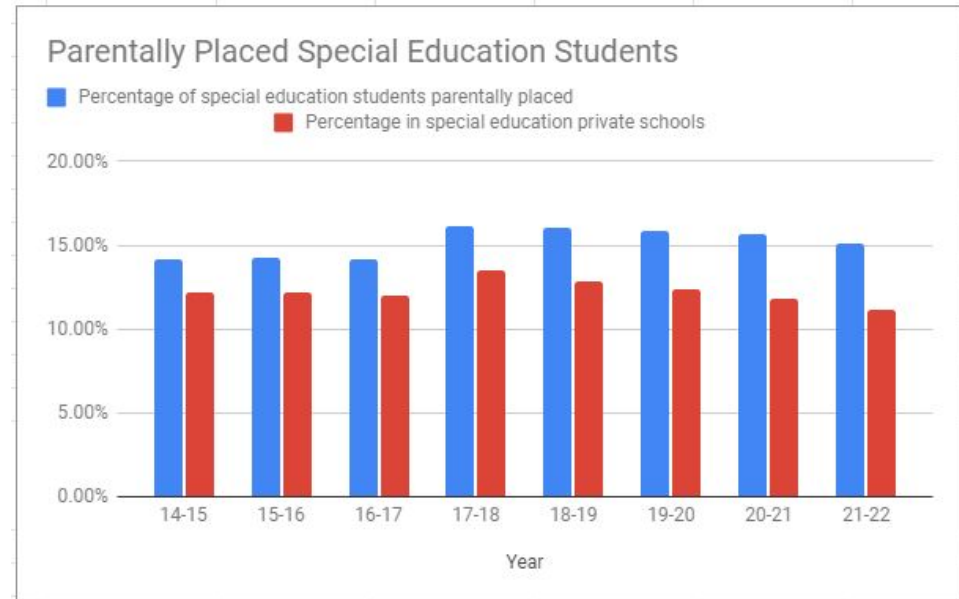
Percentage of Students served in district schools: 93.5

Who Are We?



Trends: Parentally Placed

Year	Total	Percentage of special education students parentally placed	Percentage in special education private schools
14-15	62	14.19%	12.13%
15-16	60	14.29%	12.14%
16-17	59	14.18%	12.02%
17-18	66	16.14%	13.45%
18-19	70	16.02%	12.81%
19-20	77	15.88%	12.37%
20-21	81	15.70%	11.82%
21-22	85	15.07%	11.17%



Who Are We?



Trends: Hiring

- Total increase in special education students since 2014: **127**
- Increase in ICT sections: **6 (2014-15) 18 (2021-22) net change 12 FTE**
- Increase in special class sections (elementary): **0 (2014-15) 2 (2021-22) net change 2 FTE**
- Social emotional program at SHS (2016-17): **net change 2 FTE**
- Increased LRC sections at SHS and SMS: **net change 2 FTE**
- District-wide psychologist (Testing and ACT/SAT): **net change 1 FTE**
- District-wide behaviorist: **net change 1 FTE**



**How are these numbers related
to programming?**

Here's some context...

What Are Our Current Programs?



Elementary:

Learning Resource Center
All Elementary Schools

Integrated Co-Teaching

- K: Greenacres (3 sections)
- 1: Quaker Ridge (4 sections)
- 2: Heathcote (3 sections)
- 3: Quaker Ridge (3 sections)
- 4: Edgewood (2 sections)
- 5: Quaker Ridge (3 sections)

Self-Contained Classes

Quaker Ridge - Bridge Program
Edgewood - 8:1:2 Intensive Support Program



What Are Our Current Programs?



Scarsdale Middle School

Learning Resource Center

Parallel Program

Proposed: Scarsdale Support Program

Scarsdale High School

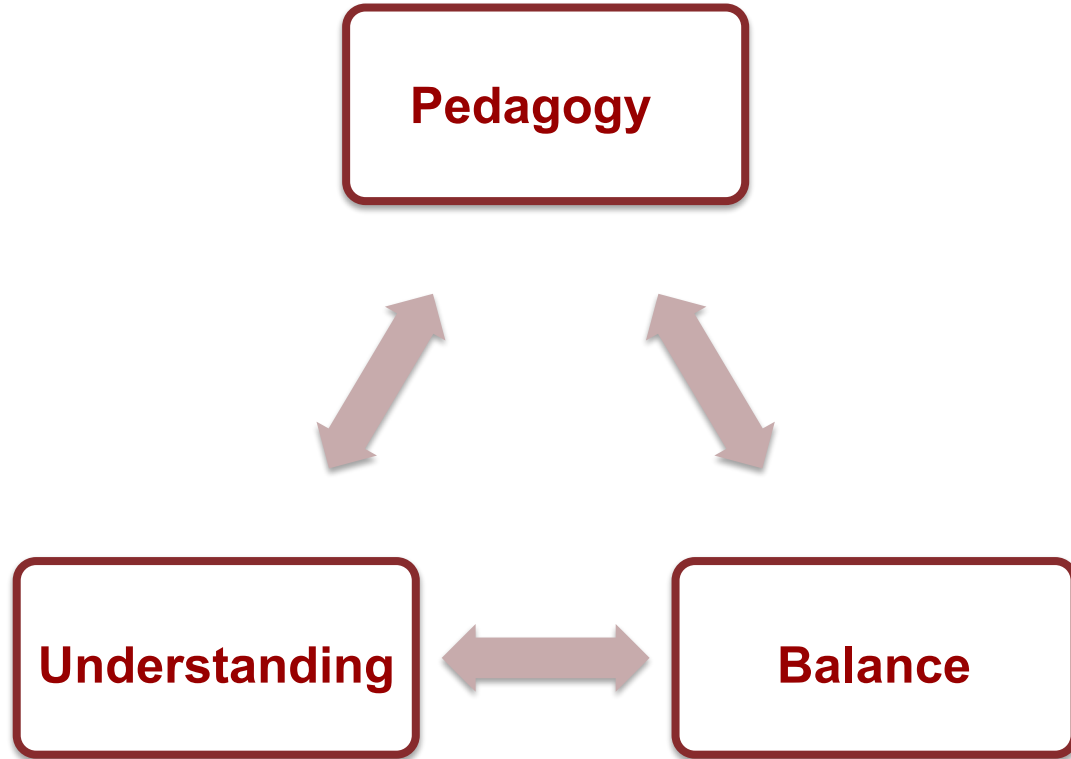
Supported Skills Program

Learning Resource Center

Scarsdale Support Program



Philosophy





Effective Pedagogy Includes:

- Professional development
- Targeted materials and programs based in research
- Universal design – collaboration with general education
- Teacher input and feedback



Key Understandings:

- **Students**
 - Academic needs
 - Social emotional needs
 - Health / related service needs
- **Parents**
 - Hopes, dreams and fears
 - Knowledge of their own children
 - Challenges associated with helping their children fulfill the out of school expectations
- **Community**
 - Norms about behavior, outcomes, and levels of service
 - Social norms – what are the social skills needed to gain inclusion among peers

Balance:

Inclusion

Academic

More

General intervention

VS

Direct Instruction

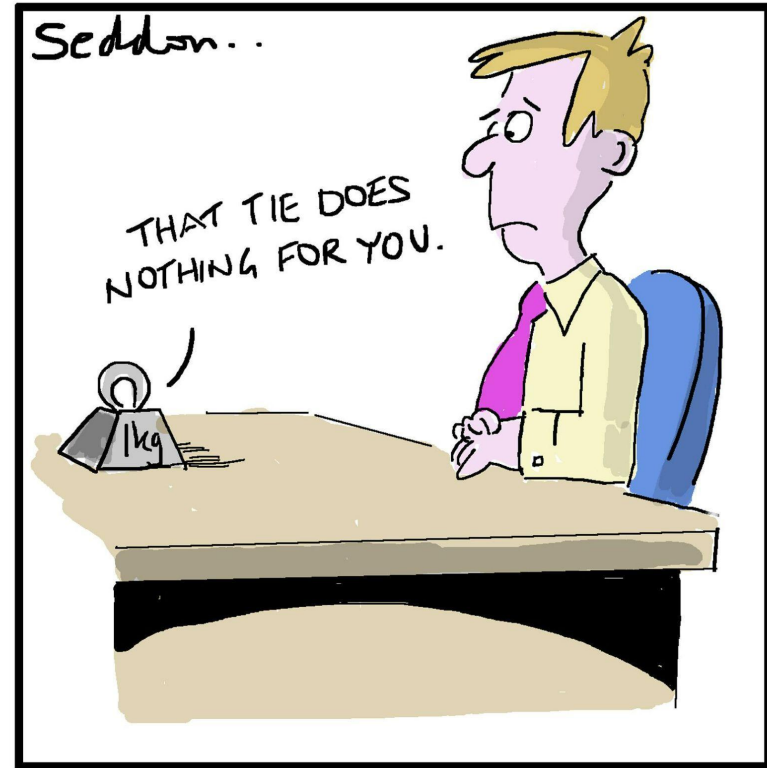
Social Emotional

Less

Specific intervention

Critical Mass:

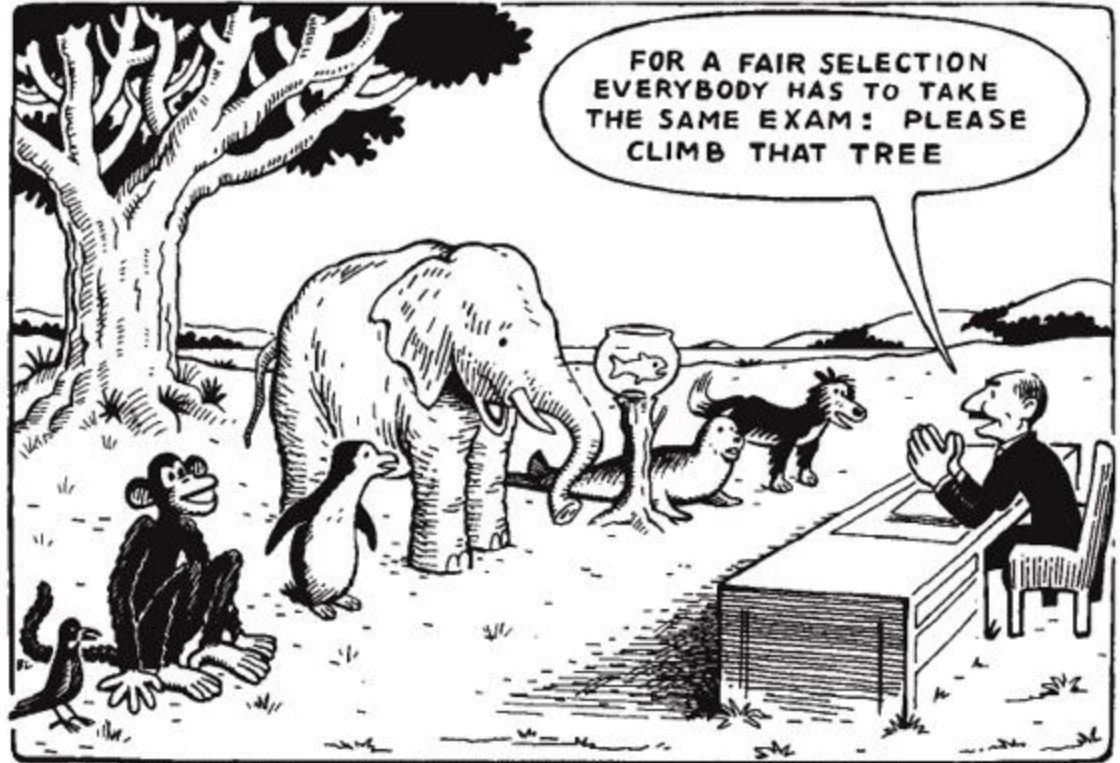
Effective programming
doesn't happen in
overcrowded classrooms or
in a classroom of one...



CRITICAL MASS.

Mandates:

- All students must take the same exams to earn a regents or local High School diploma.
- Attendance requirements and course load is standard regardless of disability.
- Many student teacher ratios and minimum service times are regulated by IDEA.



CSE Process

Who gets identified?

**What happens when students are
identified?**

Dr. Amy Cermele, Secondary CSE Chairperson



How Do Students Get Identified?

Pre-Referral to Referral Assessment Process

- Historical model of determining eligibility
 - Eligibility at the center
- Current problem-solving model (MTSS/RTI)
 - Addressing needs at the center

Determining Eligibility

- Assessments
 - Informed consent
- The Committee on Special Education
 - Multidisciplinary
 - Parent role
- What is the standard for eligibility?
- What is not a disability?



What Happens When a Student is Identified?

Goals

- Specific, measurable, and achievable

Special Education Programs

- Continuum of Service
 - LRC- 5:1
 - ICT- Integrated supports
 - Special Class- 8:1:2, 12:1
 - Residential- a placement outside of the students home and home school
- Needs Driven
- LRE



What Happens When a Student is Identified?

Related Services

- What is a related service
 - Not a medical model
- Types
 - Speech
 - Occupational therapy
 - Physical therapy
 - Behavioral services
 - Hearing and vision consultation
 - Reading services
 - Counseling
 - Assistive technology

What Does Special Education Do in Practice?



- Bevin Pagel: Department Chairperson Learning Resource Center (Elementary)
- Dana Khani: Teacher in Charge of Special Programs
- Michael Hirsh: Department Chairperson SMS
- Eileen Cagner: Department Chairperson SHS



Elementary Special Education Supports



Learning Resource Center



Overview

The Learning Resource Center is a support system for students, teachers and parents. The Learning Resource Teacher provides intensive individualized Special Education support for Tier 3 students. The Learning Center uses an array of teaching techniques and offers every student a variety of learning strategies. The Learning Center Teacher also supports Tier 2 students by providing academic support in a variety of ways.

Direct Instruction in Academic Areas



01

Reading

Reading intervention is instructed following researched and scientifically based programs.



02

Writing

A variety of different interventions, activities and strategies for effective writing



03

Mathematics

Providing students additional focused instruction at the needed level of intensity





04

Study Skills

These skills may be addressed within the various content areas such as social studies or science



Executive Functioning

- Checklists for managing time
 - Organizational charts for schedules, following directions, and transitions
 - Visual organizational aids
 - Visual calendars to keep track of assignments
 - Management of space and materials
 - Checklists for assignments
 - Strategy notebooks for students
 - Visual supports
 - Student schedulers
 - Behavior toolbox
 - Metacognition charts
- 
- 



The Learning Center works with students individually or in small learning groups to meet their individualized academic needs using all modalities.




Communication

Teachers

The Learning Center Teacher collaborates closely with classroom teachers to make a positive difference in a student's learning to ensure success

Parents

Strong parent-teacher communication is essential for building relationships that improve student academic performance





Consultation with Classroom Teachers

Strategies

Provide classroom teachers with specific strategies student's engage and perform in the classroom

Materials/Resources

Provide classroom teachers with a variety of resources they can use to help differentiate and reinforce specific skills needed for their students

Hands-on Games and Activities

Provide teachers a variety of hands-on games and activities to help engage and motivate struggling students

Testing Accommodations



Special Education students are eligible for testing accommodations that are part of their Individualized Education Plan.

Testing Accommodations may include:

- *Special Location
- *Flexible Scheduling
- *Extended Time
- *Directions repeated
- *Refocusing
- *Scribe

Many elementary special education students have testing accommodations for the New York State English Language and Math Assessments.

Assessments

Diagnostic

Administer standardized testing to indicate academic strengths and weaknesses in students to create Individualized Educational Plans

Goal Setting

Create individualized academic goals and objectives for students

Progress Monitoring

Utilize data collection tools that measure student progress

Related Services

Speech and Language	Occupational Therapy	Psychologist
Speech-Language Pathologists (SLPs) work to identify, assess and treat communication delays and/or disorders related to articulation, fluency, phonemic awareness, expressive and receptive language, interpersonal communication and hearing loss that may impact a child's academic development.	Occupational Therapists (OT) support the development of students' motor skills (e.g., writing, coloring, cutting), visual or perceptual skills, organization, engagement, and sensory integration abilities. In addition to providing direct support to children, occupational therapists also analyze activities and environments to reduce barriers to participation.	School Psychologists apply expertise in mental health, learning, and behavior, to help children experience academic, social, behavioral, and emotional success. School psychologists administer assessments to inform intervention, provide guidance to teachers and parents, engage students in individual and group counseling, and promote prosocial behaviors through classroom lessons.



Learning Center Teacher

Additional Responsibilities

**Member of the
Multi-Tier
System of
Support Problem
Solving Team
(MTSS/RTI)**

**Service Tier 2
students. These
students qualify for
additional academic
support but have not
been identified by the
Committee on Special
Education**

**Member of the
District
Committee on
Special
Education**

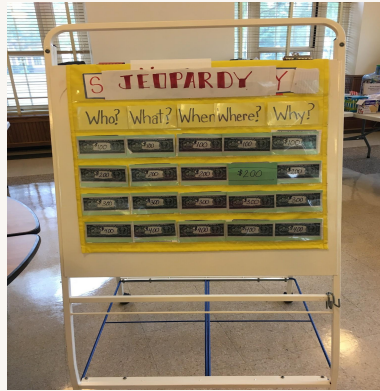


Multi-Sensory Activities



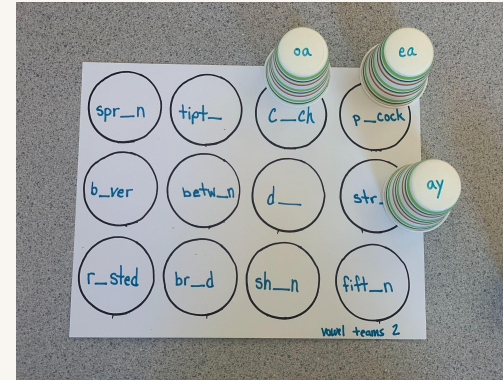
Popcorn

Turning math book pages into a hands on activity while working on place value



Jeopardy

After reading a book students can answer 5W comprehension questions while winning money




Cups

Using cups to fill in missing spelling patterns



*If a child can't learn the way
we teach, maybe we should
teach the way they learn.*

- Ignacio Estrada



Integrated Co-Teaching & 8:1:2



What is ICT?

Integrated Co-Teaching is a classroom in which a general education and a special education teacher jointly provide instruction to a class that has students with and without disabilities. The general education and special education teacher co-plan and prepare lessons, activities, and projects that are multi-sensory and differentiated. Together, both teachers deliver instruction to ALL students employing a range of teaching strategies.

Why ICT?

- Part of the continuum of service required for students with disabilities
- Provides individualized attention to ALL students
- Creates opportunities for positive social interactions
- Promotes understanding of disabilities and furthers diversity and inclusion

What is the maximum number of students with IEPs?

The maximum number of students with disabilities in an ICT class is no more than 40% or 12 students.

The ICT classroom is a general education classroom- following the same standards, pacing, and calendar as the other classrooms on the grade.

The general education population of an ICT classroom is created similarly to the other classrooms and represents a mix of the students on the grade level overall.



Benefits for students:

For students with disabilities:

- Improved performance on assessments, as well as increased social and communication skills
- Increased interaction with peers
- Students are shown to achieve more of their IEP Goals

For students without disabilities:

- Greater acceptance and valuing of individual differences
- Enhanced self-esteem
- Genuine capacity for friendships
- Benefit from review, practice and feedback

ALL students:



- Benefit from smaller student to teacher ratio and small group instruction
- Benefit from more individualized attention and more opportunities to participate and engage in meaningful work



Strategies and Structures

The special education supports that were mentioned previously when learning about the LRC are implemented in ICT as well, but the structure allow more globalized support.

Students in an ICT class receive special education supports throughout the day, across all subject areas. These supports are embedded into lessons using universal design and tailored modifications according to need.



Shared Responsibilities

General Education Teacher

Plans outline of upcoming weeks and lessons/units in advance (with general activities & materials, pacing of curriculum) Plans with grade level for

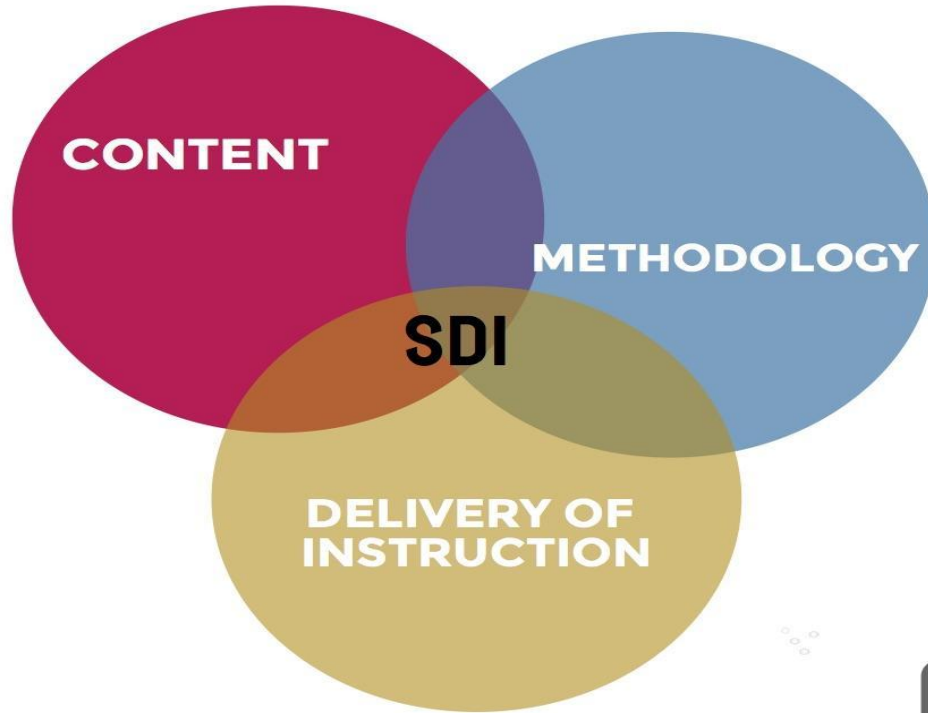
Co-Plan for upcoming weeks to decide Co-Teaching Models and groups, plan environmental modifications, materials etc. in order to address barriers and access.

Special Education Teacher

Differentiates lessons, materials visuals etc. for students with disabilities and any students who need individualized support, throughout the school day. Considers IEP Goals, implements Direct **Specially Designed Instruction** and progress monitors goals.

Teaching teams and service providers regularly meet to discuss student progress and needs.

SPECIALLY DESIGNED INSTRUCTION



CONTENT

Determined by grade and the state standards

METHODOLOGY

The instructional design of content: an approach to instruction.
Should be research based or best practice

DELIVERY OF INSTRUCTION

The application and implementation of methodology that are needed and specified in the IEP as a result of the disability

STUDENT STRENGTHS

WHAT CAN
THE CHILD
DO?

STUDENT NEEDS

WHAT ARE
AREAS
CHALLENGING
FOR THE
STUDENT?

STUDENT LEARNING STYLE

HOW DOES
THE STUDENT
LEARN AND
WHAT ARE
POTENTIAL
EFFECTS OF
THEIR
DISABILITY?



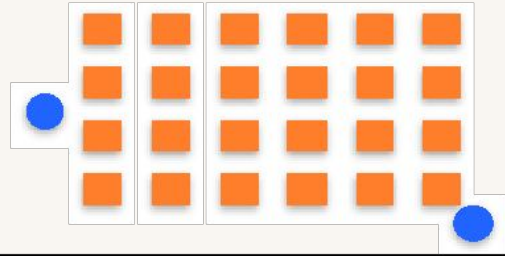
6 Co-Teaching Models

- One Teach/One Observe
- One Teach/One Support
- **Parallel Teaching**
- **Station Teaching**
- **Team Teaching**
- Alternative Teaching

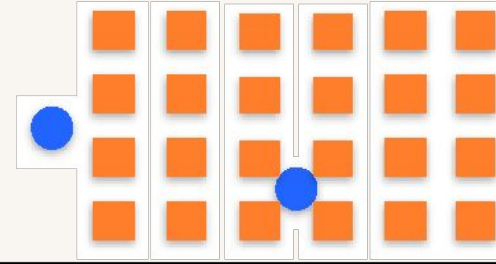


Dr. Marilyn Friend and Lynne Cook

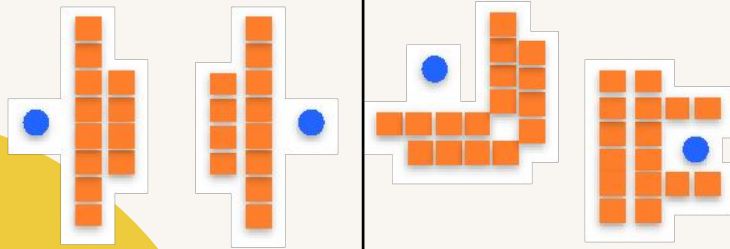
ONE TEACH, ONE OBSERVE



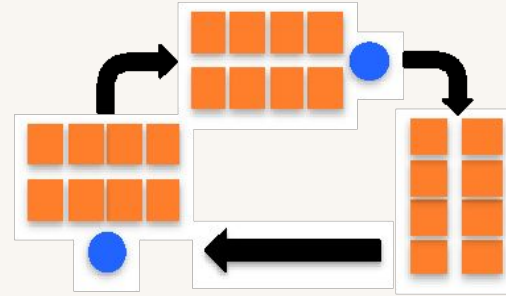
ONE TEACH, ONE SUPPORT



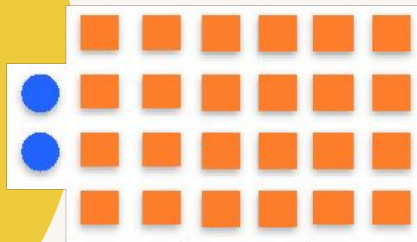
PARALLEL TEACHING



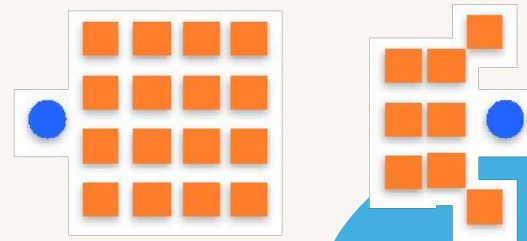
STATION TEACHING



TEAM TEACHING



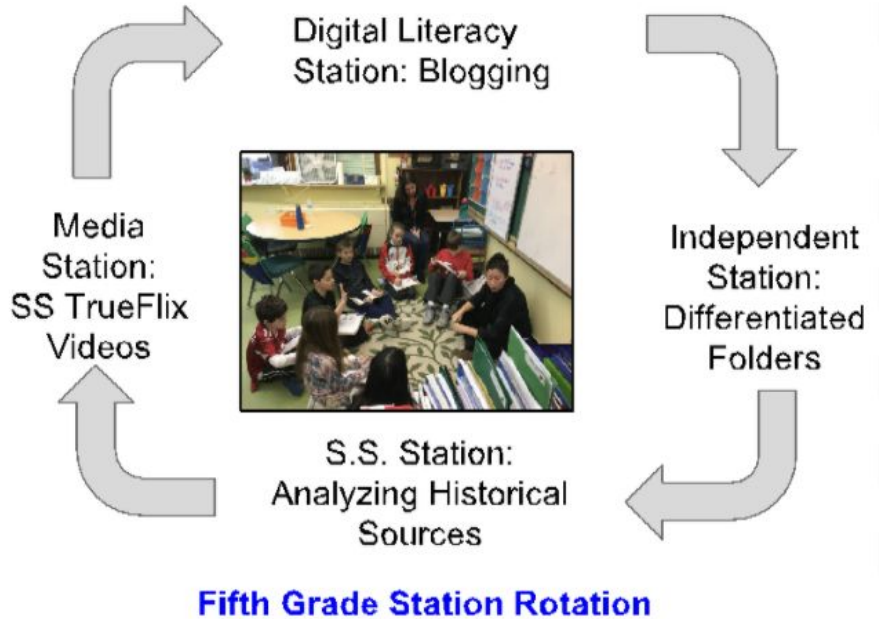
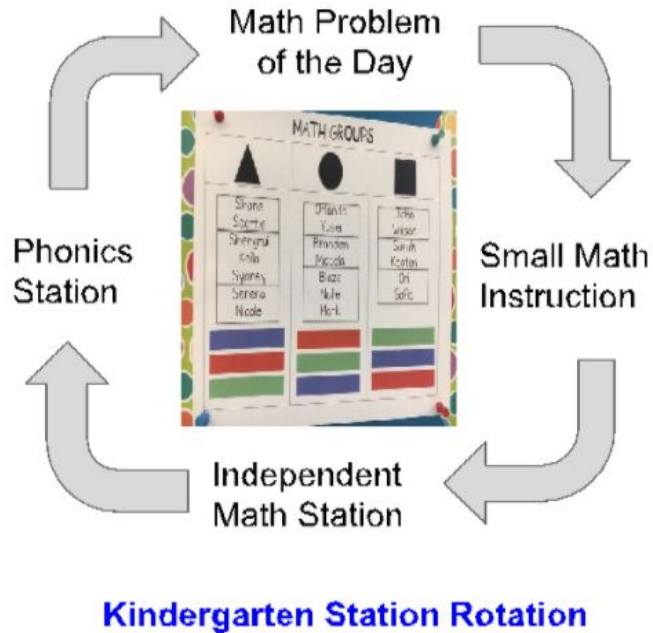
ALTERNATIVE TEACHING



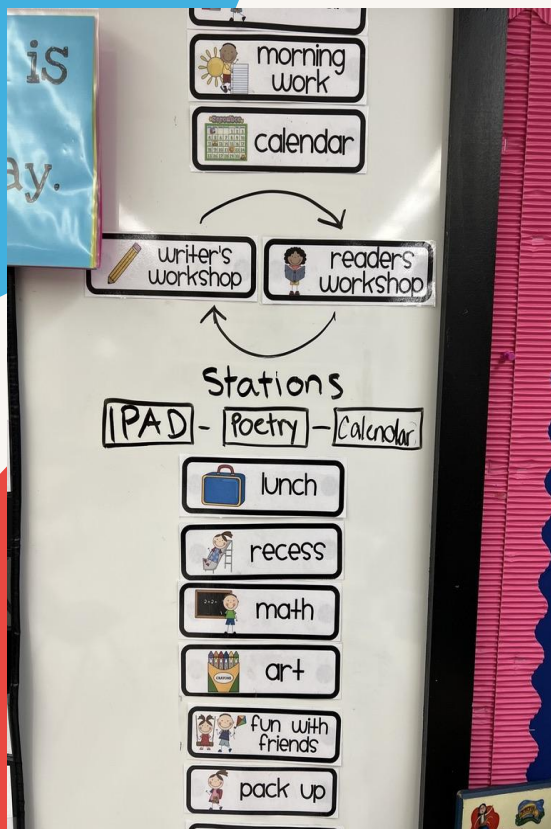
Parallel Teaching



Station Teaching



Flip Flop

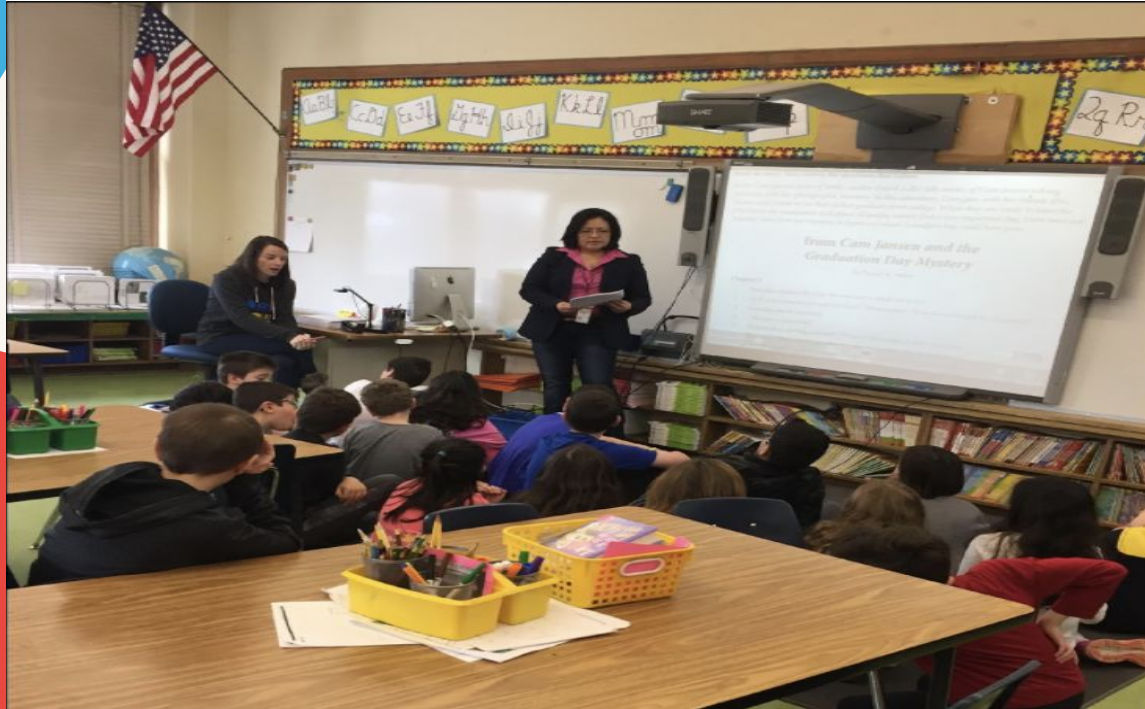


8	30	
	45	
9	00	PE
	15	
	30	
	45	
10	00	Math
	15	
	30	
	45	
11	00	Reading
	15	
	30	
	45	Social Studies 15m
12	00	
	15	
	30	
	45	
1	00	Word Study
	15	
	30	Digital
	45	

Flip Flop Stations

Team Teaching

(Usually done for the purposes of modeling)



Special Class

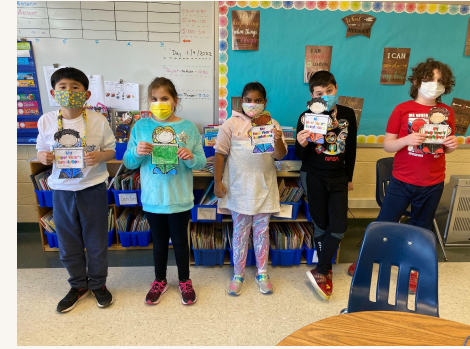
Direct Instruction with a specific ratio of students to teachers and aides



Two Special Class Programs in Scarsdale

- **Bridge Program (Quaker Ridge)**
 - Focus on academic achievement and adaptive school and living skills
 - Students can be alternately or regularly assessed
 - Maximum ratio of 8 students to 1 teacher and 2 aides
- **8:1:2 Intensive Support Program (Edgewood)**
 - Focus on adaptive living skills and foundational literacy and numeracy
 - Students are alternately assessed
 - Highly collaborative with parents to address needs of students in both school and home settings
 - Regular behavior consultancy for team

Bridge Program



**Students work in small groups when more support is needed
They work collaboratively and in larger groups for other
content areas and specials**



8:1:2 Intensive Support Program

Students work with their teacher, providers and aides on literacy activities, communication skills, hands-on experiments and sensory learning.



Activities throughout the day

Read Aloud



**Sensory
experiences**

**Fun with
Shaving Cream**



Peer Buddies

Peers from other classes come to enjoy activities!

Pass the Object



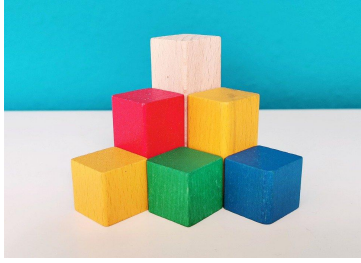
Students worked on eye contact, vocalization, appropriate manners, communicating needs and preferences, turn taking, engagement with peers, and collaborating with peers.



Scarsdale Middle School

Special Education

Creating Opportunities for All Students



A Continuum

1

Learning Resource Center

2

Push-In

3

Parallel Program

4

Related Services





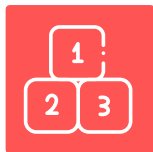
Learning Resource Center

Overview

Direct Support: Teachers in the LRC work on the IEP goals of the students attending. These goals will often focus on academic or executive functioning skills, and are individualized for each student through the CSE.

Indirect Support: LRC teachers also collaborate with the general education teachers to assess the student's performance and adjust supports as needed. Additionally, LRC teachers act as an advocate for students within the building, and as a liaison with families in order to streamline the process of sharing information.





Supporting Students within the LRC

The Hill

The challenge itself.

- Attention/Focus
- Organization
- Content Specific Challenges

The Skill

The tools to meet that challenge (i.e. strategies & skills).

- Routines & Organization
- Active Learning
- Breaking Down Information

The Will

The ability to utilize those tools in order to foster positive learning habits.

- Feeling Supported
- Building on Success
- Increased Confidence



Determining Strategies

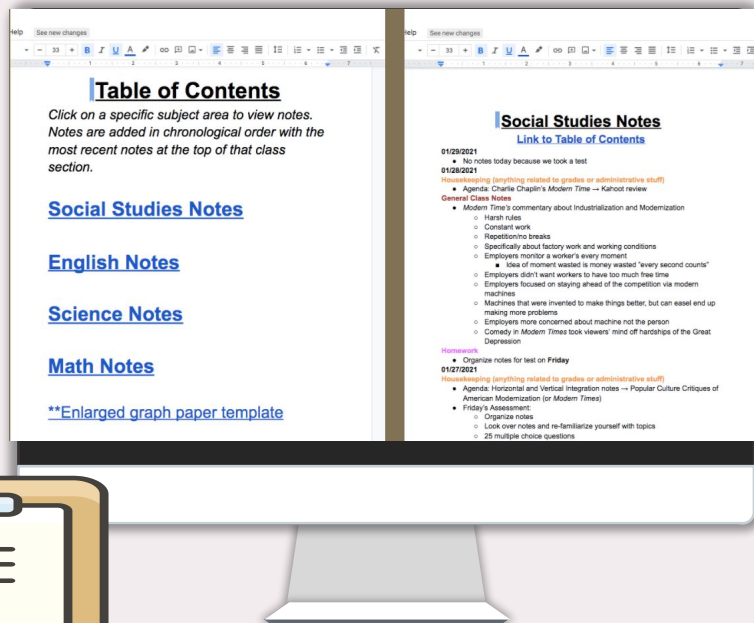
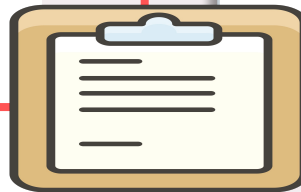
When deciding on what strategies to implement, several questions are helpful to ask →

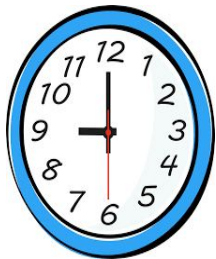
- Does it change the students perception of the task to make it manageable?
- Does it allow the student to focus their cognitive energy, in order to increase an individual's ability to emotionally regulate oneself and build academic stamina?
- Does it help students organize material in a way that is conducive to retaining information & forming positive student habits?



Supporting Organization and Time Management

The increased level of independence during middle school requires a sophisticated set of organizational skills for students to avoid becoming overwhelmed. Many students need support in order to achieve that level of organization. The use of a planner (in digital or paper format) is imperative to help foster these skills & is a valuable tool that students can use to keep track of myriad assignments.





Supporting Organization and Time Management

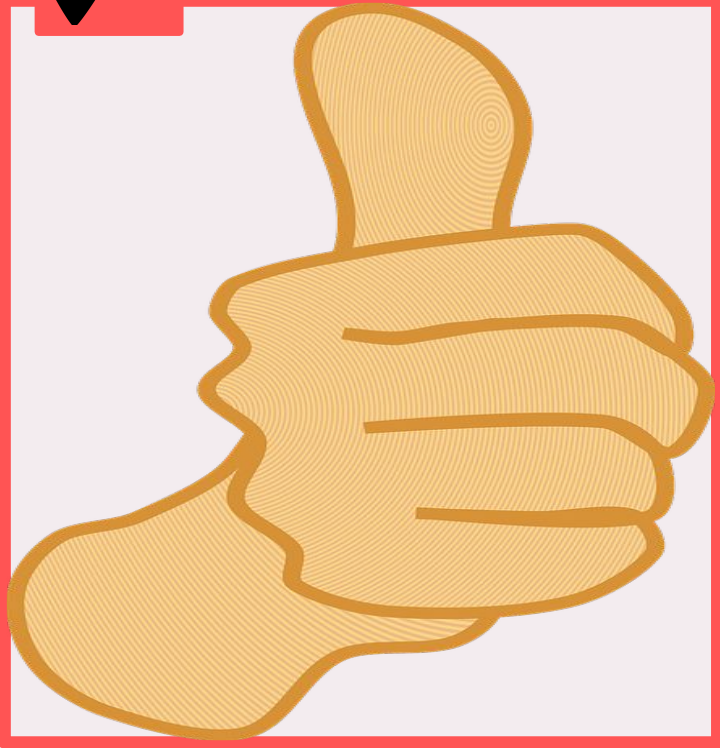
LRC Maps

DAILY LRC MAP

Task #1:	Task #2:	Task #3:	Task #4:	Task #5:
Time Delegated:	Time Delegated:	Time Delegated:	Time Delegated:	Time Delegated:
I am finished with this task and checked to make sure that it is complete. <input type="checkbox"/>	I am finished with this task and checked to make sure that it is complete. <input type="checkbox"/>	I am finished with this task and checked to make sure that it is complete. <input type="checkbox"/>	I am finished with this task and checked to make sure that it is complete. <input type="checkbox"/>	I am finished with this task and checked to make sure that it is complete. <input type="checkbox"/>

LRC maps reinforce study skills and overall executive functioning through:

- ➔ managing time
- ➔ prioritizing tasks
- ➔ monitoring performance
- ➔ setting, working toward, and reflecting on goals



Criteria for Success:

- If I didn't understand something, did I reach out for clarification?
- Did I create an outline/organize my response?
- Did I utilize the strategies that will help me do my best?
- Did I check my work?
- Did I answer the question fully?
- Did I complete all aspects of the task?
- Did I submit my work properly?



In LRC, students learn and practice reading strategies to support their learning in the content areas.

- Makes reading an active process
- Makes it easy to find important information
- Allows for the student to gain a deeper understanding of the text and make meaning
- Allows the student to monitor their learning as they read

**Supporting Reading
Comprehension**





A Multi-Sensory Approach to Non-Fiction Reading: SQ3R

Survey the Text

Preview the assigned text before you begin to read. Look for visuals, key words, posted questions, etc..
(Visual)

Respond

Answer the question you created for each section out loud and record your answer on paper.
(Auditory, Visual, & Tactile)

Question

Break the reading into manageable parts by turning the individual headings and subheadings into W.W.W.W or How questions (only one per heading/subheading). (Visual & Tactile)

Read

Read each section (only the section related to the heading or subheading right in front of you) one at a time. (Visual & Auditory)

Review

Answer any posted questions, define any key words, and review the answers to the questions created. (Auditory, Visual, & Tactile)





Name: ASHLEY Date: 1/18

4. Solve for y. Show ALL the steps of your thinking.

GOAL: +18
Goal is to find what y is

$5(y-3) - 4 - 2y = -1$ Watch the signs!

$5y - 15 - 4 - 2y = -1$

$3y - 19 = -1$

$3y = 18$

$y = 6$

like terms → $5y - 15 - 4 - 2y = -1$

$3y - 19 = -1$

$+19 +19$

$3y = 18$

$3 \overline{) 18}$

$y = 6$

1- Understand the Problem.

- ☒ Read the problem carefully—several times if needed
- ☒ Circle/underline important information
- ☒ State the goal

2- Make a Plan.

- ☒ Choose a strategy:
 - ☐ Guess and check
 - ☐ Draw a picture
 - ☐ Work backwards
 - ☐ Create a chart/table/graph
 - ☐ Look for a pattern
 - ☒ Write an equation/expressions
 - ☐ Use a formula
- ☒ Decide what operation(s) to use

3- Solve It.

- ☐ Estimate
- ☒ Show all of your work
- ☐ Decide if you need to change things

4- Check It.

- ☒ Check calculations for accuracy
- ☐ Compare your estimate to your answer
- ☒ Check if your answer makes sense in the context of the question
- ☐ Add units

Supporting Math Problem-Solving Skills

In order to support math problem solving, students practice the four step problem solving process with content/topics from their math classes.

1 2 3 4 5
6 7 8 9 0
* @ = + ÷
x - # ! &



Breaking Down Word Problems

C.U.B.E.S

C: Circle all the numbers present in the problem.

U: Underline the question.

B: Box key words.

E: Evaluate the steps necessary to solve the problem.

S: Solve & Check (make sure your answer is reasonable).



Mini Lessons & Graphic Organizers

Students work to develop their writing in LRC through targeted mini-lessons to support written expression in the content areas.

Learn The Skill	What does your evidence say?	Why does it matter?
In other words...	This matters...	
The author's point is that...	This is significant...	
As stated in the text...	This illustrates...	
As suggested by the author/article...	This suggests that...	
	This reveals...	
	This exemplifies...	
	This highlights...	
	This evidence supports...	
	This evidence proves...	
	This evidence shows...	

Students work to:

- focus their thesis/claim
- cite relevant evidence
- elaborate on their written analysis

Self-Editing Checklist

Please make sure you check all of the following. *

- ☐ I read my written piece aloud to see where to stop or pause for periods, question marks, exclamation marks, and commas.
- ☐ Quotation marks are included where needed.
- ☐ I checked for capitals at the beginning of sentences.
- ☐ Proper nouns begin with capital letters.
- ☐ My sentence are complete thoughts and contain a noun and a verb.
- ☐ I don't have any run-on sentences.
- ☐ I checked spelling and fixed the words that didn't look right.

In LRC, grammar and mechanics are also reinforced through the use of grammar reviews and self-editing checklists.



Parallel & Push-In Program

Overview

Within the Parallel Program, special education students attend general education classes for science and social studies with the support of a special education who pushes into those classrooms.

The Academic Support Period (ASP) allows for reteaching in small groups to reinforce concepts learned across the curriculum. During this time, the Parallel teacher also helps students plan for long-term assignments.

The special education teachers in science and social studies classes modify labs, certain assignments, and projects, in order to meet the needs of the students within the Parallel Program.

Exams are modified to clarify language in order to ensure that Parallel students are being tested on content, rather than reading ability.





Parallel Math

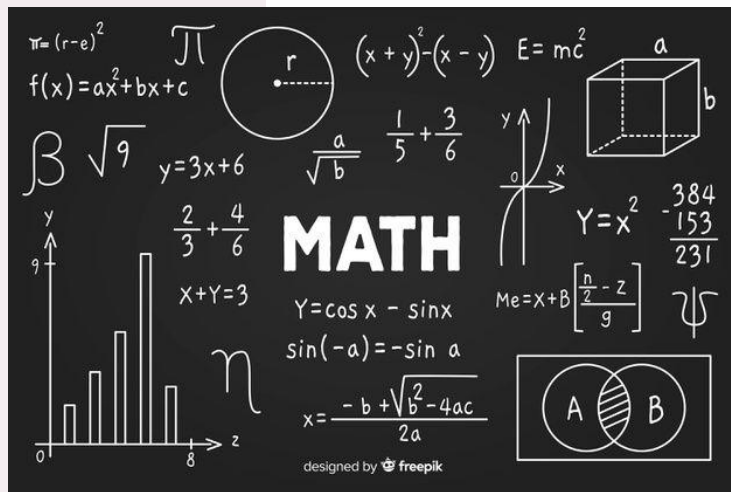
Overview

The Parallel classes are taught in a small ratio (12:1). The classes allow for slower pace and modified content to meet the needs of students within the program.

The Parallel math classes incorporate grade-level math skills and concepts in a way that is accessible for students.

These math classes touch upon the mainstream math lessons and units, but content and materials are modified. At the 6th grade level, we focus on real-world applications of the 6th grade content.

In addition, the course moves at a slower pace.



WRITE IT! Word Form: Four tenths

0.4

WRITE IT! Expanded Form: $0.0 + 0.4$

DECIMAL of the DAY #9

ADD	$0.4 + 5.7 =$ 6.1	Write this decimal as a fraction! $\frac{4}{10}$ $(\frac{2}{5})$	ROUND	Round to the nearest: Tenths Place: 0.4 Ones Place: 0
SUBTRACT	$0.4 - 0.004 =$ 0.396		COMPARE	$0.45 > 0.4$ $> < =$

- Vocabulary is taught prior to each unit to allow for better understanding of the content.
- Do Now activities help students recall material from the previous lesson
- Concepts (such as decimals) are broken down for easier understanding.

MATH

DO NOW!

Convert these decimals to fractions:

0.7 0.09 1.4 3.5

VOCABULARY:

Numerator: The top number in a fraction (how many parts we have)

Denominator: The bottom number in a fraction (how many equal parts the item is divided into)

Least Common Multiple: the smallest number that is a multiple of both

Mixed Number: A whole number and a fraction combined into one "mixed" number

Improper Fraction: top number larger than (or equal to) the bottom number.

$2\frac{1}{3}$



Parallel English

Overview

Parallel English classes are also taught in a small ratio (12:1), allowing for students to move at a slower pace in order to grasp the content more easily. The grade-level English curriculum is modified for Parallel students to allow for better understanding.

Similar concepts such as comprehension, reading skills, vocabulary, and writing are taught in the Parallel classes with the content broken down into smaller chunks. Time is built into the classes for extra practice to ensure mastery of these skills.



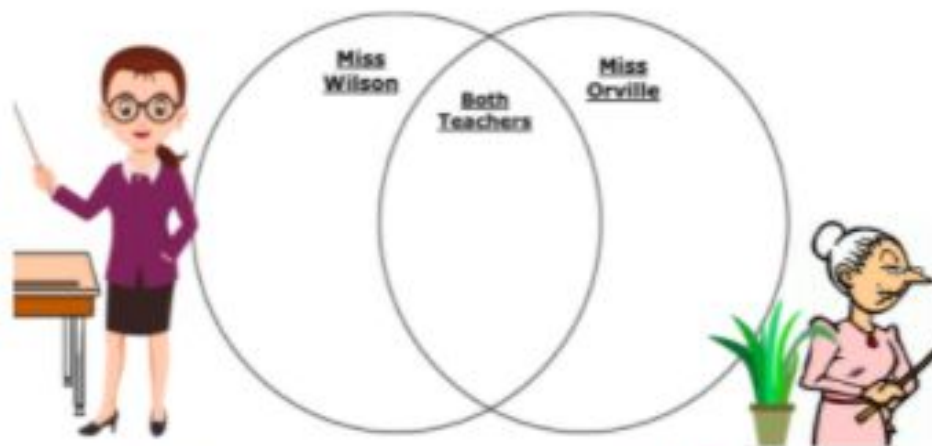
Comparing and contrasting characters within a text and making connections between stories helps students understand what they are reading.

Plants and Children

According to Miss Orville, how are plants and children alike? What does this comparison tell you about Miss Orville's feelings towards children?



Compare and Contrast



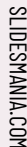


Overview

Speech and Language teachers help students to develop their communication skills. They can help students with articulation, receptive language, expressive language, or pragmatic language skills.

Occupational and physical therapists work directly and only with students classified through either Section 504 or the CSE. Our therapists regularly screen students who are suspected of needing support, and consult with classroom teachers about appropriate in-class interventions to help students gain developmental skills.

School Psychologists and Counselors collaborate with educators, parents, & other professionals to create safe, healthy, & supportive learning environments for students.





Wilson Reading

Is a research based structured literacy program. Each lesson follows a systematic procedure to help students to build and increase their word recognition accuracy and fluency. Lessons progress from the sound, word, phrase, sentence and paragraph level through the engagement in a multi-sensory approach. Lessons require students to use their visual, auditory, and kinesthetic modalities to help foster strong reading skills.

Skills that are worked on :

- accurate word recognition**
- vocabulary**
- reading fluency (at the sentence and paragraph level)**
- reading comprehension (narrative and informational) text structure**
- building of sight word or high frequency accuracy**

Specific strategies include:

- syllabication (cutting patterns)**
- knowledge and application of the six syllable types**
- morphology**
- place value (where they hear a certain sound helps them to now how to spell that sound)**





Testing Centers

Due to the diverse nature of testing accommodations a separate location is provided that allows classified students to take exams in a warm, stress-free environment, where students can focus on their assessments undisturbed by distractions.





Student Testimonials

How LRC helps me:

1

- Helps me understand every topic we are doing in each subject and gives you time to work on any things.

- Extra help on every subject

2

- Extra time for you to do missing work you missed

- Able to ask questions too help you during quiz/test or project

3

- Teaches new strategies for subjects or just strategies to help with different things. Strategies you wouldn't



Student Testimonials

1

“LRC is my area to cool down to relax for a few minutes when my OCD kicks in. Then I can go back to class ready to focus. My LRC teachers provides me with support and my grades have gone up more because I feel comfortable and supported.”

2

3

“I think LRC is great. I like that there is a lot of flexibility and LRC helps me not be as stressed.”



Student Testimonials

1

"LRC helps me in so many ways

LRC works in play

To write on the board

To catch a phrase

2

From subject to subject

We work all day

3

But when LRC comes

I learn today

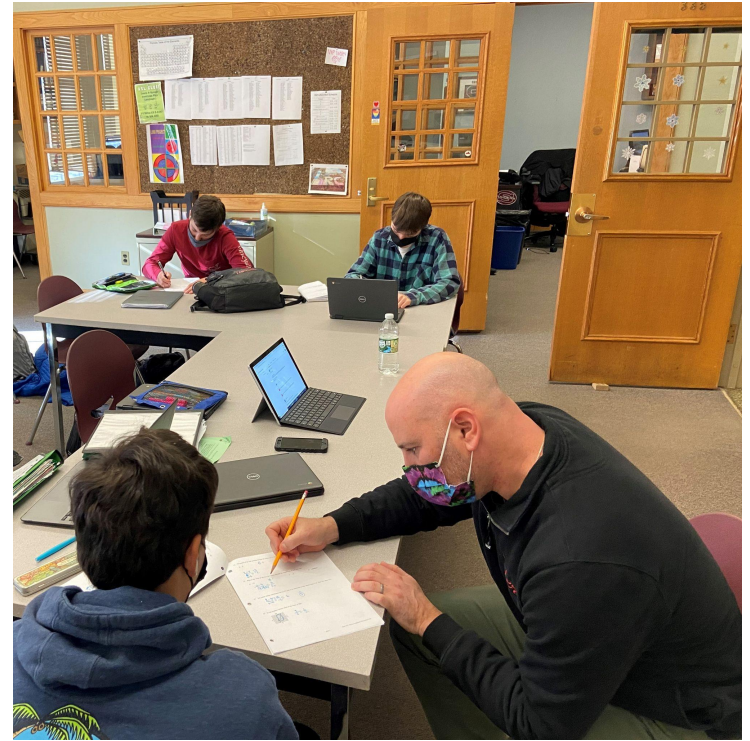
But just in a different way"



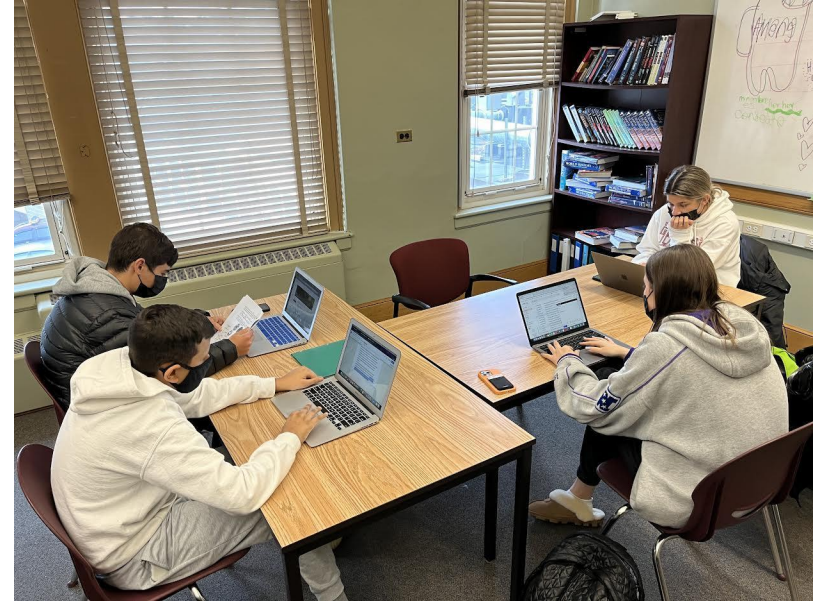
Special Education

Scarsdale High School
January 24, 2022

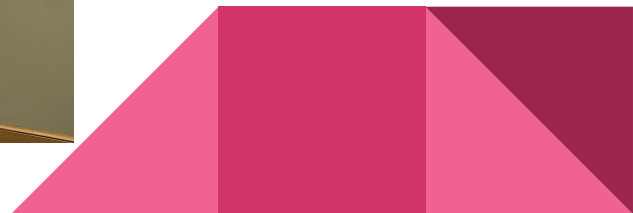
Learning Resource Center



Learning Resource Center

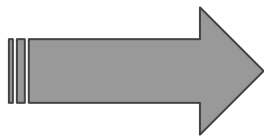


Learning Resource Center



HELP ME!





How can I?



The IEP - Breaking Down Assignments

Irving Levenger
chemist

PLANNING LONG-TERM ASSIGNMENTS

ASSIGNMENT: Quarter Project - Famous Chemist
 DUE DATE: 02/11/17 (Thursday) TOTAL # OF ANTICIPATED HOURS: ~8hr

BREAK IT INTO MANAGEABLE TASKS WITH DEADLINES.

Do not forget to take into account obligations, like family outings and extracurricular events.

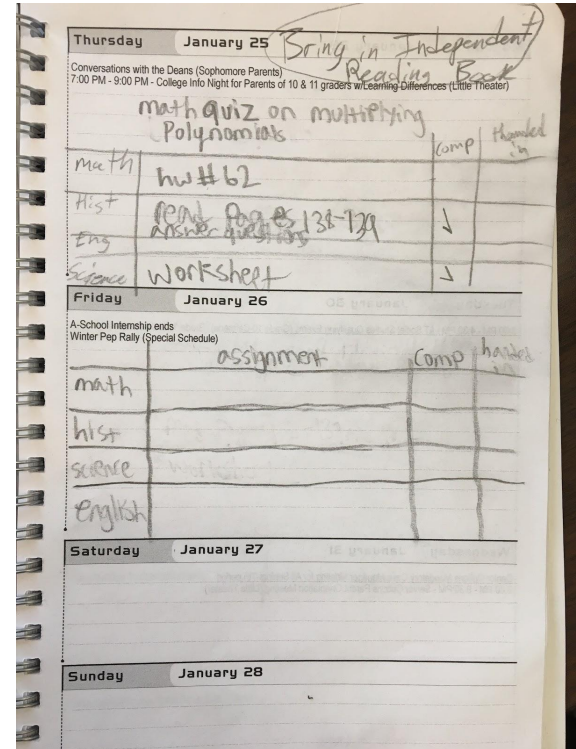
GOAL 1: Research information (personal about Irving, for example: Place of birth, date of birth + death, education, background and personal family life)	Estimated time needed: <u>1 hr</u>	DONE
Start date _____ Deadline Date _____	02/06/17 02/07/17	<input checked="" type="checkbox"/>
GOAL 2: Write a description of chemical discoveries and contributions made by Irving.	Estimated time needed: <u>4 hr</u>	DONE
Start date _____ Deadline Date _____	02/08/17 02/09/17	<input checked="" type="checkbox"/>
GOAL 3: Write about the discoveries and/or contributions have applied in the field of chemistry	Estimated time needed: <u>4 hr</u>	DONE
Start date _____ Deadline Date _____	02/09/17 02/10/17	<input checked="" type="checkbox"/>
GOAL 4: Write about any information that you found interesting about Irving (2-3 facts)	Estimated time needed: <u>15 mins</u>	DONE
Start date _____ Deadline Date _____	02/10/17 02/11/17	<input checked="" type="checkbox"/>
GOAL 5: Write a business letter Create an outline for the business letter	Estimated time needed: <u>25-40 mins</u>	DONE
Start date _____ Deadline Date _____	02/11/17 02/12/17	<input checked="" type="checkbox"/>
GOAL 6: Write the business letter using the outline created	Estimated time needed: <u>1.5 hours</u>	DONE
Start date _____ Deadline Date _____	02/12/17 02/13/17	<input checked="" type="checkbox"/>
GOAL 7: Start gathering all pictures + materials needed for the poster.	Estimated time needed: <u>25-40 mins</u>	DONE
Start date _____ Deadline Date _____	02/13/17 02/14/17	<input checked="" type="checkbox"/>
GOAL 8: Create the poster and check off all requirements needed on poster	Estimated time needed: <u>30-35 min</u>	DONE
Start date _____ Deadline Date _____	02/14/17 02/15/17	<input checked="" type="checkbox"/>
GOAL 9: Include bibliography (3 sources) and look through business letter and poster.	Estimated time needed: <u>30 mins</u>	DONE
Start date _____ Deadline Date _____	02/15/17 02/16/17	<input checked="" type="checkbox"/>
GOAL 10: Submit business letter and poster!	Estimated time needed: <u>N/A</u>	DONE
Start date _____ Deadline Date _____	02/16/17 / /	<input checked="" type="checkbox"/>

Once the project plan is complete, record the plan in your agenda or calendar.

Assignment Step	Do On This Date	Put "X" if you consider done	Put "X" if Mr. B considers done
Annotated Bibliography	Tuesday 11/13		
Annotated Bibliography Due	Wednesday 11/14		
Notes on source 1 & 2	Thursday 11/15		
Notes on sources 3 & 4	Friday 11/16		
Notes on source 5	Monday 11/19		
Notes on source 6	Tuesday 11/20		
Outline Introduction & Topic 1	Wednesday 11/21		
Revise Outlined Introduction & Topic 1	Monday 11/26		
Outline Topics 2 & 3	Monday 11/26		
Revise Outlined Topics 2 & 3	Tuesday 11/27		
Outline Topics 4 & 5	Tuesday 11/27		
Revise Outlined Topics 4 & 5	Wednesday 11/28		
Outline Conclusion	Wednesday 11/28		
Revise Outlined Conclusion & Outline	Thursday 11/29		
Revise Outline	Friday 11/30		
Detailed Outline Due	Friday 11/30		
Write Introduction	Monday 12/3		
Revise Introduction	Tuesday 12/4		
Write Topic 1	Wednesday 12/5		
Revise Topic 1	Thursday 12/6		
Write Topic 2 & 3	Friday 12/7		
Revise Topic 2 & 3	Monday 12/10		
Write Topic 4	Tuesday 12/11		
Revise Topic 4	Wednesday 12/12		
Write Topic 5	Thursday 12/13		
Revise Topic 5	Friday 12/14		
Write Conclusion	Friday 12/14		
Revise Conclusion	Monday 12/17		
Revise Rough Draft	Tuesday 12/18		
Revise Rough Draft	Wednesday 12/19		
Initial Submission (Rough Draft) Due	Thursday 12/20		

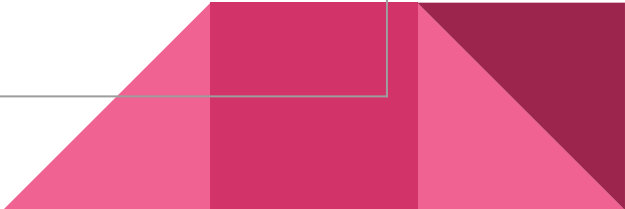
The IEP - Organization

20	21	22	23	24
Martin Luther King Jr. D	Finish Math Test Spanish Test			Earth Science Test
27	28	29	30	31
English vocab project d History Test - Industrial	3pm Meet with Ms. R		Spanish Oral Quiz	Earth Science Test

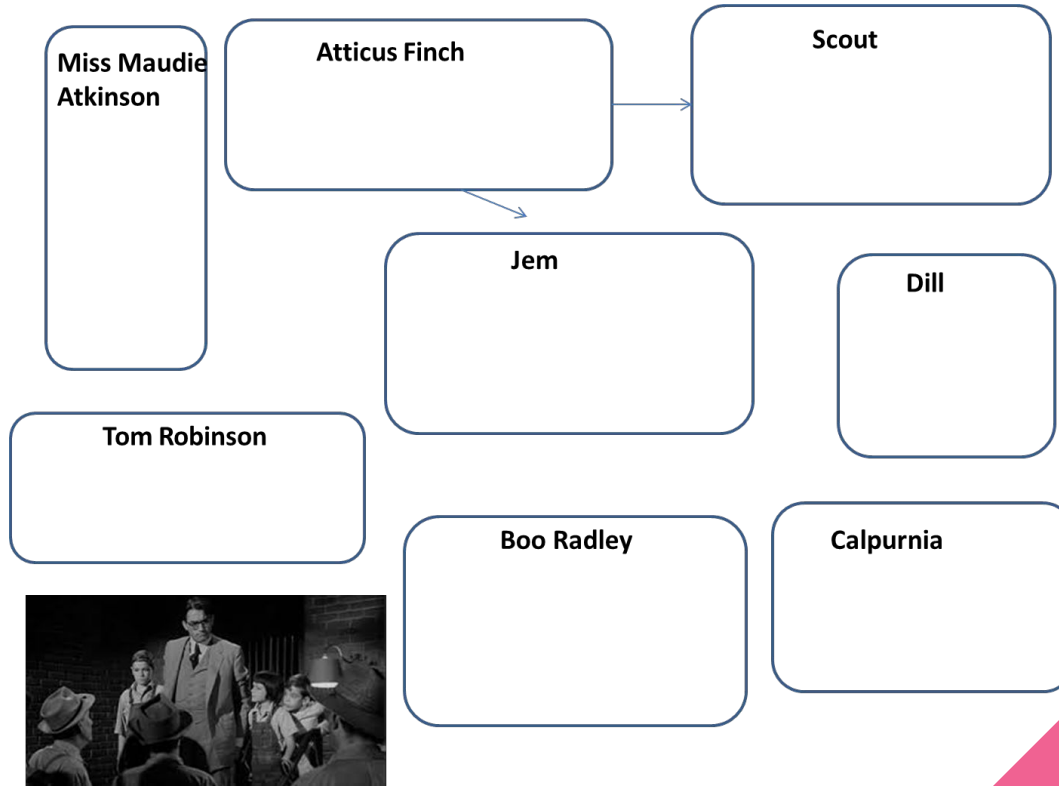


The IEP - Organization in Writing

Major topic (ie. Poverty, Women's Rights)	
Paper Topic (You need to narrow down the topic above to a specific geographic area or areas and focus on a particular part of the issue)	
What UDHR rights are being violated?	
Basic Overview (Give the basic information about the issue in bullet points - Who, What, Where, When)	
Why did you pick this topic?	
Research Questions (What questions do you need to answer in order to answer the overall research question in bold)	



The IEP - Organization in Writing




The IEP - Editing

Body 1		
	Absolutely!	I could improve...
Is my topic sentence clear?		
Does it connect to my overall thesis and make an argument?		
Did I provide context to my quote?		
Did I choose at least one quote that supports my topic sentence?		
Did I cite my quote correctly?		
Does my analysis connect to my quote? Did I expand on my analysis, without summarizing?		
Do I wrap up my paragraph?		

Co-Teaching/Collaboration

"I have learned a great deal, myself, from special education teachers over the years... I have incorporated more scaffolding, more visual organizers, and more chances for feedback into the writing I assign for all of my students because I have seen the success of the special education methodology with special education students." - Stephen Mounkhal (English teacher)


"I have worked with several of the special ed teachers in a co-teaching capacity in my 10th grade English class...I have learned additional strategies about how to best reach my students such as using visual aids, graphic organizers, and multi-step assignments. - Nicole Jakymiw (English teacher)



Co-Teaching/Collaboration

"The co-teaching relationship is always a little bit of a balancing act and can take time to develop...You bring out different aspects of each other, as well as your approach to teaching, that alone you would not have thought of consciously. Under circumstances such as we are in now, I am incredibly lucky to have the partnership of a co-teacher who allows me to become a more effective educator for my students; which is always my primary goal and role in the classroom." - Nicole DeLuca (Chemistry teacher)

"A collaborative relationship between the general and special education teacher is critical for the success of each and every special education student. While the general education teacher contributes expertise in a specific curriculum, the special education teacher contributes a wealth of knowledge...and also offer unique and important perspectives of their students, and this context can only benefit the general education teacher..." - Kevin Viviano (Chemistry teacher)

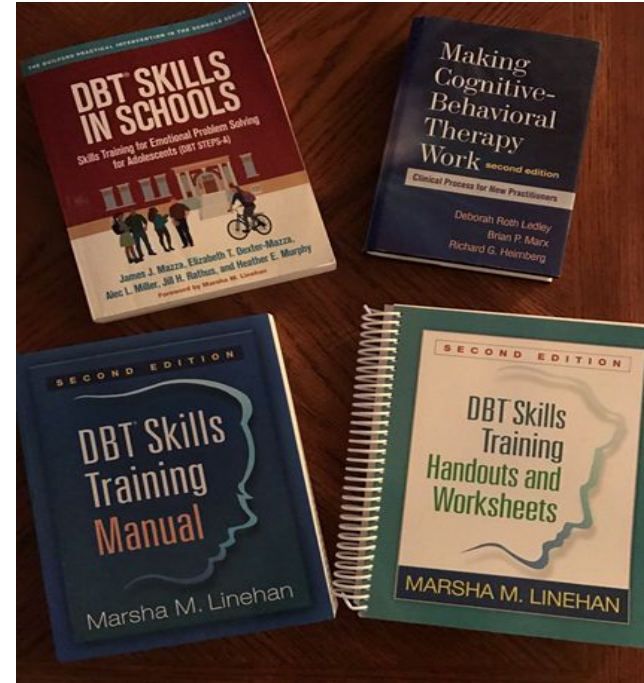


Scarsdale Support Program



SSP - Theoretical Frameworks

- Cognitive Behavior Therapy (CBT)
- Dialectical Behavior Therapy (DBT)
- Traditional “talk” counseling



Scarsdale Support Program

The Scarsdale Support Program (SSP) has helped our daughter improve her executive functioning skills. As a result, she is more independent with her studies. Additionally, our daughter has benefited from her counseling sessions...The SSP has been very beneficial for our family because of the consistent support and kindness we receive. We are grateful that we have been able to work closely with the incredible and hardworking SSP team. - SSP Parent

“...Overall, SSP has been a great ‘staple’ in my school days. It’s comforting to know someone in the school is always willing to listen to me, even if most other people never listen to what I want to say.” - SSP Student



Additional Special Education Responsibilities



- Academic Support Center
- Academic Intervention Services

Parent Commentary

I was nervous that going to the LRC would have a stigma, but I realized that the LRC is not viewed in a negative light, which is a credit to SHS...Julia always saw the LRC as a safe space and she saw her teacher and the other LRC teachers as advocates. She felt that her work with her teacher was collaborative and she knew that he was always just as excited about her academic successes as she was.



Parent Commentary

I think that his time management is a skill he picked up at the LRC. He also had a huge athletic commitment but he learned to balance both academics and extracurricular activities....When he first came to the LRC he would need prompting to reach out to his teachers. As time passed, I noticed that he would reach out on his own and effectively advocate for himself.



Parent Commentary

Both my children were identified with learning challenges at a young age while in Heathcote Elementary School...Being able to work with their LRC teacher helped our children understand both academic strengths and weaknesses and provide the necessary tools to navigate tasks required to succeed at Scarsdale. The LRC also provided a very important communication path for teachers to understand our children's difficulties as it was not always obvious at first glance. We are very grateful to have had the LRC be such an important part of our children's academic life.

