
Commack U.F.S.D. Board of Education

ADMINISTRATIVE REPORT
FEBRUARY 10, 2022



Agenda

Special
Education

Committee
Reports

Superintendent
Search



Special Education Programs and Services

Commack Model of Continuum of Services

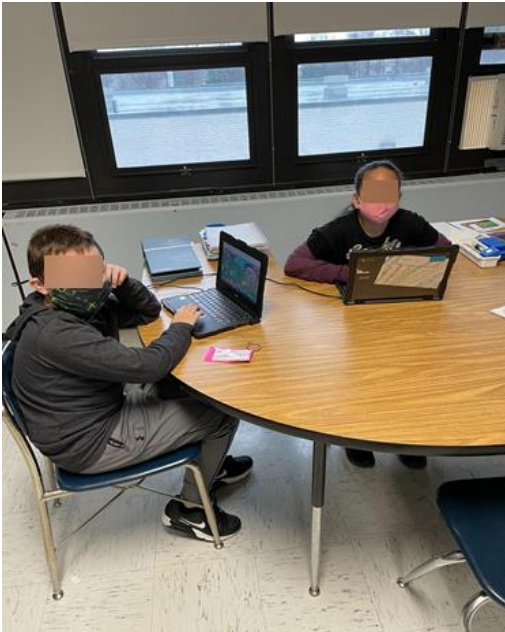
Least restrictive (least support) to most restrictive (most support)



Consultant Teacher- direct (classroom) or indirect (consultation)

Support within the classroom setting either directly to the student or indirectly where the special education teacher works with the general education teacher.





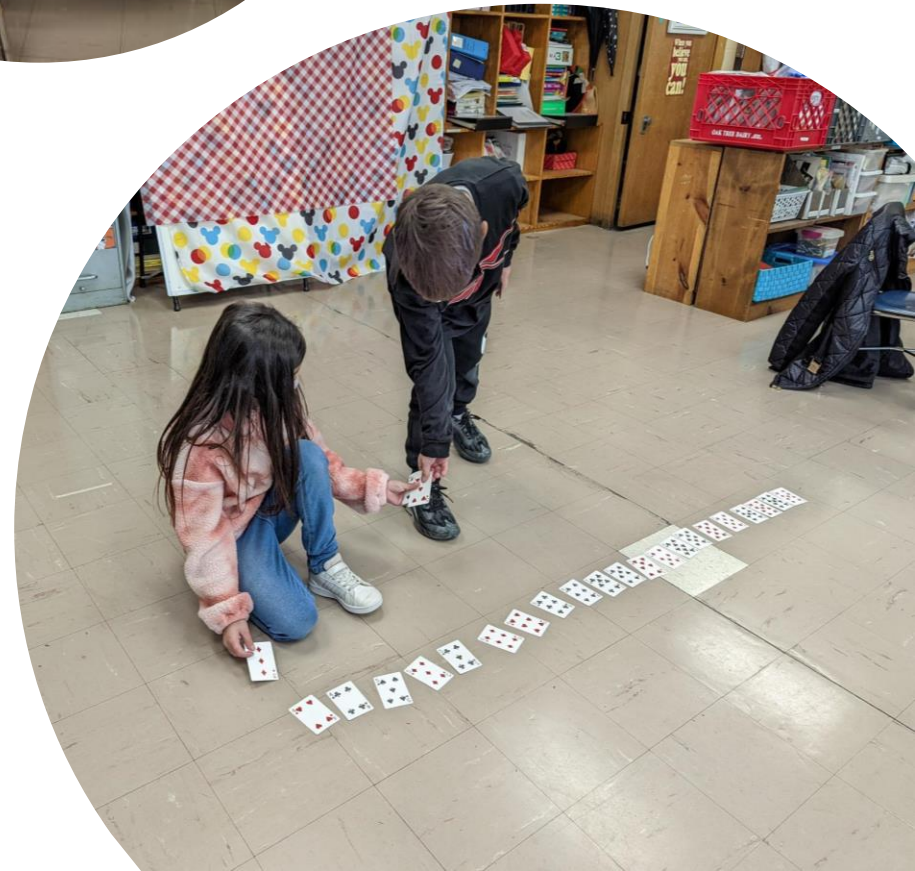
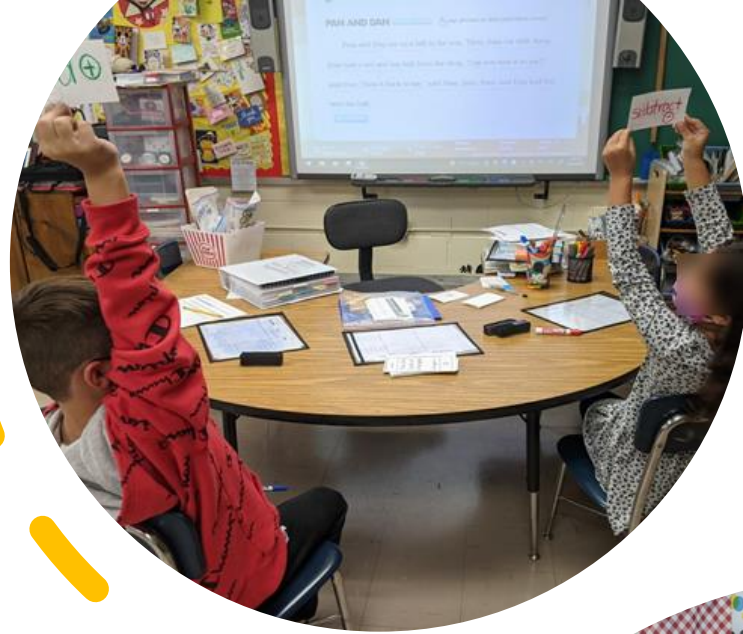
Related Services

In Commack we offer a variety of related services including but not limited to;

- Speech-Language Therapy
- Counseling Services
- Occupational Therapy
- Physical Therapy
- Vision Services
- Hearing Services
- Behavior Consultation

Resource Room

The purpose of Resource Room is to provide supplemental instruction to target specific skill deficits.



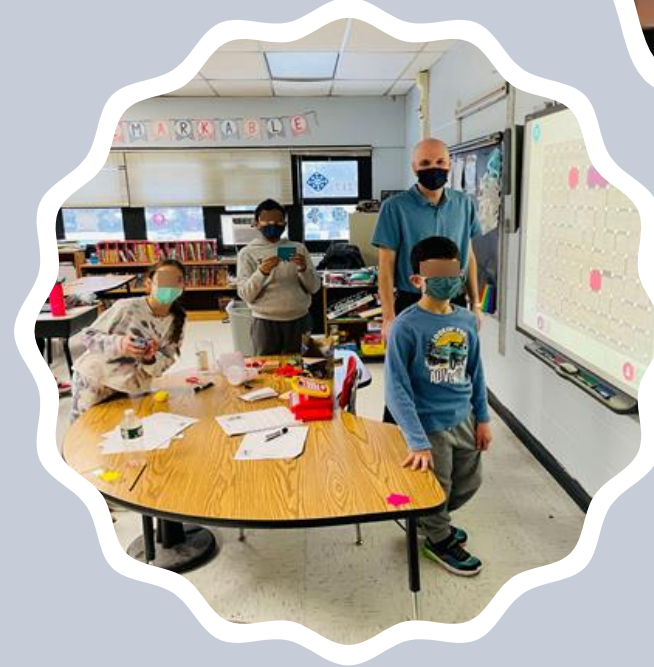
Integrated Co-Teaching

- An integrated co-teaching class is a general education class with up to 12 students identified as special education.
- A special education teacher pushes into the classroom for part of the day to provide instruction and support.
- Additionally, a teacher assistant, is present to provide reinforcement of previously taught skills throughout the day.
- Learning expectations are the same for all students. Adaptations may be made to the instructional delivery and/or materials so that identified students may acquire necessary knowledge and skills.



Special Class 12:1 and 15:1

- Students who require instruction within a small group or who need significant modifications to materials and instructional methodology may be recommended for the special class program.
- Special Class Programs are also considered for students who have moderate to significant management needs that prevent them from accessing learning.





Elementary Model Special Class 8:1:2 and 8:1:3

- The teacher individualizes educational programs to meet the strengths and weaknesses of students.
- The students are grouped according to age and similarity of need, with an age range of no more than 36 months.
- Students receive individualized instruction throughout the day to work on specific goals. Discrete trial work is done during this time if needed.
- Opportunities to interact with typical peers are built into the program.
- Programmatic parent training is provided to families by the school psychologist assigned to the class.
- Behavioral consultant services are provided to the class weekly.





Secondary Special Class 8:1:2

- Focuses on building skill sets to support students post secondary.
- Work-Based Learning Program and Young Adult Program. These programs provide students with work experiences in a variety of settings.
- Experiences are provided both in district and out of district at the job locations.
 - Greenhouse
 - All Star Student Cafe
 - Just Bead it
 - Texas Roadhouse
 - Miller's Ale House
 - Outback Steakhouse
 - The Baking Coach
 - Old Navy
 - Rue 21
 - CVS
 - Walgreens
 - Signature Properties
 - General Need



Work Based Learning



Alternative Placements

- For students who need a more intensive setting outside of what the school can provide in our in-district programs.
- Schools for Special Needs-based on social-emotional, physical, and/or medical needs
- BOCES
- Private Schools
- Residential Schools

CUFSD Transition Services

- Develop, administer, & interpret student, teacher, parent Transition Assessments (Level I, II, III)
- Provide career/post secondary options/exploration for students
- Develop & integrate self-advocacy & self-determination curriculum
- Connect/facilitate agency services: ex: VIABILITY, ACCES-VR, OPWDD, DOL
- Provide parent support services & community accessibility to resources: ex: Transition Fair, Guardianship workshops, & SILO sessions
- Liaison to HS Wilson Tech, agency, & post-secondary college programs
- Provide & connect student to pre-employment & job-related services
- Integrate Work Based Learning Programs to transition needs
- Integrate transition goals, needs, & activities throughout the IEP
- Collaborate to provide program reviews appropriate to transition goals

Mental Health Supports

Parent Outreach

- Parent Resource Center
- Parent Workshop Series
- Parent Training

Agency Collaboration

- Horizons
- LICADD
- Livanis Consulting

Counseling

- Mental Health staff in all buildings
- School based counseling
- Extended hours

Executive Functioning/Social Emotional Support

- In the classroom and in small groups

Staff Training

- Mental Health First Aid
- Professional Development
- Research based curriculum

Extended School Year

- 6-week summer program for eligible students to support maintenance of skills and abilities achieved over the school year
- Half day and full day for recommended special class students
- Related services available for students whose needs require it
- Our program is held at the newly refurbished Cedar Road School





Additional Classroom Supports

- Occupational Therapy
- Phonological Awareness Support



Clubs and Extracurricular

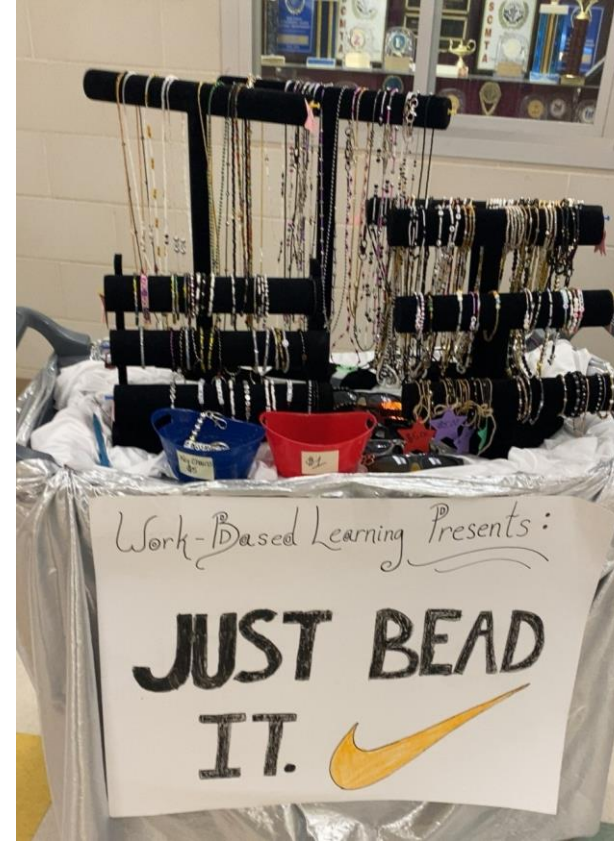
Highlights

Sensory Pathways



Flexible Seating





Highlights

- All Star Café
- Just Bead It

Professional Development

Administrative Staff Development

- Long Island Association for Special Education Administrators
- Supporting Student Mental Health in Schools in a Pandemic
- Crisis Prevention Institute Training

Staff Professional Development

- Best Practices in IEP Development
- Mental Health Training
- CSE Chairperson Training
- Leveled Literacy Instruction
- Best Practices in Section 504 Plans
- Identifying and Working with Students with Dyslexia

SEPTA

Special Education Parent Teacher Association

- Meet every other month and alternates with parent support groups
- Resource for families
- Connect parents and professionals
- Speakers on a variety of topics
- Information accessible through the District website



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Questions from the Board of Education?



Committee Reports & Superintendent Search

NYSAC *Virtual* Lobby Day

March 10-11th



NYSAC
— NEW YORK STATE —
ASSOCIATION OF COUNTIES

Legislative Advocacy Committee

The LAC met on February 8, 2022. Updates were reviewed to include Virtual Lobby Day to be held on March 11, NYS Board Association Lobby Platforms, and the newly embedded platform related to Local Governance. The student members of the Legislative Advocacy engaged in mock presentations to Mr. Hartman and the committee of their platforms including School Funding, School Safety, Mental Health, and CDOS Pathways. The Committee is exploring the possibility of a trip to Albany to lobby with our Senators and Assemblymen.

Our next meeting is scheduled for March 11th, 2022, where students will be attending the NYSAC Virtual Lobby Day.



Multicultural Committee

A subcommittee met with High School International Cultural Society (ICS) members for a series of student presentations celebrating their culture.

On February 1, 2022, students celebrated the Lunar New Year, the Year of the Tiger, and were met with smiles as they shared good fortune with their classmates.

The committee is also working on a culminating event to be held later this Spring to celebrate culture through games and activities. In addition, members are excited to participate in the National World Language Week March 7-11 at the Middle School.



Superintendent Search Update

- Western Suffolk BOCES received applications from numerous potential candidates for the Superintendent position.
- Western Suffolk BOCES presented the Commack School District Board of Education with a list of candidates for review and consideration.
- The Commack School District Board of Education selected candidates to participate in a first round of interviews.
- The Commack School District Board of Education has completed first round interviews. The second round of interviews will take place throughout February 2022 and final round interviews will be conducted in March 2022.
- The Commack School District Board of Education will make a final selection for the position of Superintendent of Schools no later than April 2022, with an official start date of July 1, 2022.