

THE JOHN CARDINAL O'CONNOR SCHOOL

2016 TOURING TUESDAYS:

JANUARY 12 - FEB. 2 - FEB. 23 - MARCH 8 - APRIL 12





JOHN CARDINAL O'CONNOR SCHOOL

A Catholic elementary school dedicated to providing an affordable, language-based academic curriculum for children in grades 2-8 who display:

- Learning Disabilities (LD)
- Speech or Language Impairments (SPL)
- Other Health Impairments (OHI)





FINDING THE RIGHT SCHOOL IS IMPORTANT

Children with learning disabilities or impairments suffer from feelings of anger, anxiety and frustration...

- 80% of students with a learning disability (LD) have trouble reading
- 2.4 million students are diagnosed with LD and receive special education services in schools, representing 41% of all students receiving special education
- Learning disabilities (LD) are life-long and cannot be cured; however, the effects of an LD may be mitigated to support learning, living and earning, particularly when identified early and dealt with effectively





WHO RECOMMENDS STUDENTS TO JCOS?

- Pediatric Neurologists
- Psychiatrists/Psychologists
- Pediatricians
- Clinical Social Workers
- School Guidance Counselors
- Catholic and Public School Principals
- Other Parents in support groups, through social media
- Pastors





PRINCIPAL AND FACULTY

- **Principal Kristen O'Leary has a Master of Arts in Special Education with certification in grades K-12 as well as over 15 years of experience in the field of Special Education.**
- **Faculty includes six full-time teachers, with an average of nine years teaching, a part-time reading specialist, and 2 full time teaching assistants.**

Most JCOS teachers are certified in Special Education and trained in:

- **Preventing Academic Failure (PAF)**
- **Judith Hochman Basic Writing Skills**
- **Orton-Gillingham Methodology**



MULTISENSORY TECHNIQUES TO LEARNING

- **Preventing Academic Failure (PAF)**

Prevents, lessens or eliminates reading difficulties. A nationally recognized program for teaching reading to students with dyslexia, PAF is an Orton-Gillingham based reading program.

- **Judith Hochman Basic Writing Skills**

Provides support to address oral-to-written language deficits, and is conducted using a variety of strategies and approaches including expository writing, use of conjunctions and transitions and grammar practice.

- **Orton-Gillingham Methodology**

Focuses upon the learning needs of the individual student and the relationship between our writing system and becoming competent readers and writers.



WHAT IS LANGUAGE-BASED LEARNING?

- Instruction directed at remediating disabilities with age-appropriate reading, spelling, and writing.
- Focuses on the critical relationship between spoken and written language.





OUR CLASSROOMS



- Small class size ensures individual attention and instruction

Every classroom is equipped with:

- Smart boards that increase visual and audio stimulation
- Listening Centers for children who benefit from auditory learning
- Computers Centers that provide independent learning opportunities



OUR ACADEMIC CURRICULUM

- **Common Core State Standards (CCSS)**
 - Common Core State Standards aligned with Archdiocesan guidelines based on each student's individual academic goals while using multisensory instruction

- **Band, Art, Music, Technology, Physical Education**
 - Classes are offered every week

- **Religion**
 - Catholic religious instruction and values are taught daily and infused in all subjects
 - Students participate in First Friday Mass as Altar Servers, Gospel Readers, Gift Bearers
 - Preparation for Sacraments is done in Grade 2 & Grade 8
 - JCOS welcomes children of all faiths



EXAMPLES OF LEARNING DISABILITIES (LD)

K-4th

Makes consistent reading and spelling errors including:

- Letter reversals (b/d)
- Inversions (m/w)
- Transpositions (felt/left)
- Substitutions (house/home)
- Transposes number sequences and confuses arithmetic signs (+, -, X, /, =)
- Poor coordination, unaware of physical surroundings, prone to accidents

5-8th

- Reverses letter sequences (soiled/solid)
- Trouble with word problems
- Difficult handwriting
- Avoids writing assignments
- Difficulty making friends
- Trouble understanding body language and facial expressions



LEARNING DISABILITY CASE STUDY #2: “John”

John, a 4th grader was referred to JCOS by his social worker. Despite the modifications and accommodations provided in his previous school, he struggled academically and socially. John has had a hard time in reading and understanding social situations that resulted in him being bullied and feeling tremendous anxiety in social settings. Academically, John is a fluent reader who struggled with comprehension and performs developmentally as immature for his age.

JCOS response:

John needed direct instruction of appropriate academic and social behaviors. Classroom instruction is developed based on—respect, trustworthiness, honesty, integrity and social justice—core Catholic values that are integrated in all subject areas. Direct instruction occurs when teachers explicitly model the desired outcome which supports understanding of instructions, identification of important information, better organizational skills and comprehension of classroom tasks.

Outcome:

John stayed at JCOS for 3 years and then transferred back to one of the Catholic elementary schools where he is meeting with much success.

These case studies do not represent actual students, parents or faculty members. They are composites based on persons and learned experiences from JCOS. Any resemblance to real persons, past or present, is purely coincidental.



EXAMPLES OF SPEECH AND LANGUAGE IMPAIRMENTS (SPL)

K-4th

- Pronunciation problems
- Slow vocabulary growth, often unable to find the right word
- Difficulty rhyming words
- Confuses basic words (run, eat, want)
- Makes consistent reading and spelling errors including letter reversals (b/d), inversions (m/w), transpositions (felt/left), and substitutions (house/home)

5-8th

- Avoids reading aloud
- Trouble with word problems
- Avoids writing assignments
- Slow to learn prefixes, suffixes, root words, and other spelling strategies



SPEECH AND LANGUAGE CASE STUDY #4: “Ashley”

Ashley, a 4th grader was referred to JCOS by her pediatric neurologist due to concerns about anxiety, speech development and problems acquiring reading skills that impacted academic progress and functioning in school.

JCOS response:

Small class sizes allowed for individual and differentiated instruction and more opportunities to break down instruction into manageable parts, building self-advocacy skills to help manage anxiety and maintain focus. Daily multisensory learning techniques were implemented to improve reading and writing proficiency.

Outcome:

After 2 years at JCOS, Ashley gained significant reading and writing skills, approaching her appropriate grade level, as well as individual strategies that have proven successful in both the academic and socio-emotional arena.

These case studies do not represent actual students, parents or faculty members. They are composites based on persons and learned experiences from JCOS. Any resemblance to real persons, past or present, is purely coincidental.



EXAMPLES OF OTHER HEALTH IMPAIRMENTS (OHI)

- Other health impairments (OHI) means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment.
- Adversely affects a child's educational performance.
- Due to chronic or acute health problems such as asthma, attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD), diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, and sickle cell anemia.



OTHER HEALTH IMPAIRMENT CASE STUDY

5: “Jason”

Jason, a 6th grader referred to JCOS by his psychologist due to concerns about his inattention and academic frustration leading to classroom failure, poor self-image and behavioral difficulties which began in the 3rd grade.

JCOS response:

Multisensory instruction allowed for more hands-on and visually supported lessons increasing focus in the classroom. The small teacher-student ratio gave Jason more support both academically and emotionally to gain a confidence base and begin his self-advocacy. The physical education teacher worked one-to-one with Jason giving him the skills to be a team leader and a role model. This reinforcement in his area of strength gave Jason a positive self image which generalized into the classroom and with his peers.

Outcome:

Jason earned academic honors and played in the band at JCOS. He now attends a Catholic high school where he remains an honor roll student and actively participates on his school sport teams.

These case studies do not represent actual students, parents or faculty members. They are composites based on persons and learned experiences from JCOS. Any resemblance to real persons, past or present, is purely coincidental.



IS JCOS THE RIGHT SCHOOL FOR YOUR CHILD?

- Acceptance is based on an appropriate match of student needs and JCOS services.
- A panel of Special Education experts evaluates each student application based on his/her IEP/IESP.
- If JCOS is not the right place for your child, the Archdiocese of New York can work with you to help find alternatives.





ADMISSION PROCESS

A panel reviews student's paperwork (IEP/IESP/Evaluations)



If a potentially appropriate placement, student spends day at JCOS.



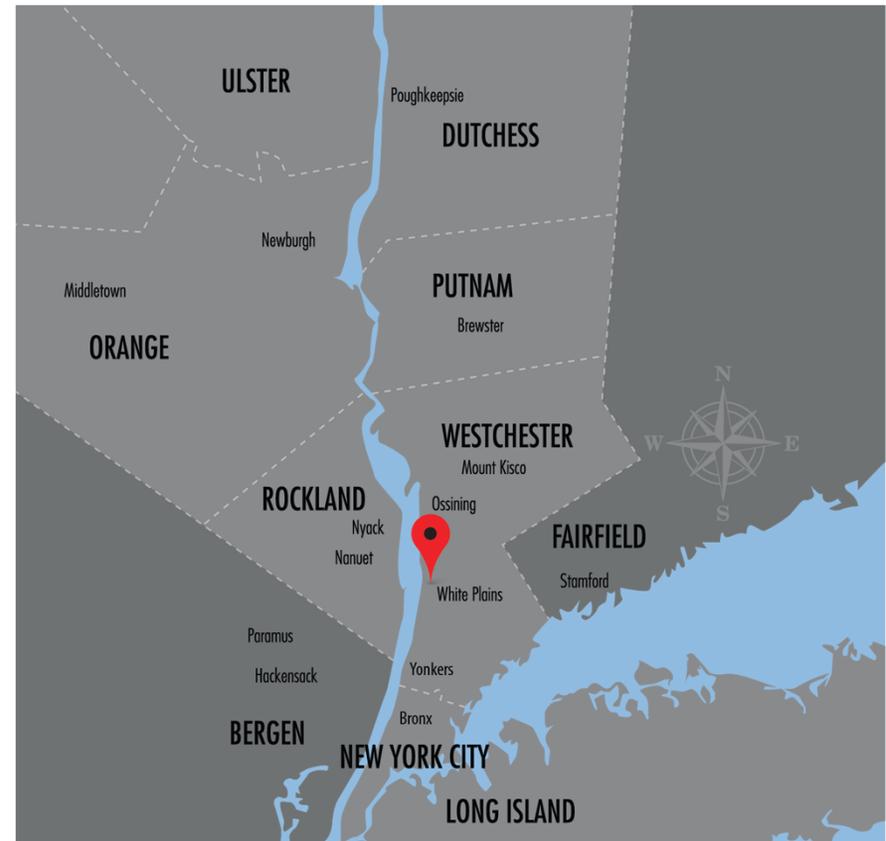
If accepted, coordination of bus transportation (deadline of April 1st)
request for related services (PT, OT, SP, Counseling)
(deadline of June 1st)
must be set up by the parent.

See school packet for complete details



GUIDANCE ON PARENTALLY-PLACED NON-PUBLIC SCHOOL STUDENTS WITH DISABILITIES

- The District of Location (DOL) where JCOS is located (Irvington) is responsible for providing special education services, conducting CSE meeting and all evaluations needed to develop an IESP (with all the same components as an IEP.)
- Busing is provided by the District of Residence (DOR) within a 50-mile radius.





FOR MORE INFORMATION CONTACT:



Kristen O'Leary, Principal
The John Cardinal O'Connor School
914-591-9330
jcoconnor@adnyeducation.org

Eileen Murtha, Director of Special Education
Archdiocese of New York
646-794-2880
eileen.murtha@archny.org

Or visit us at www.buildboldfutures.org and www.jcoschool.com