

Initiatives and Enhancements to Support Students of Differing Abilities

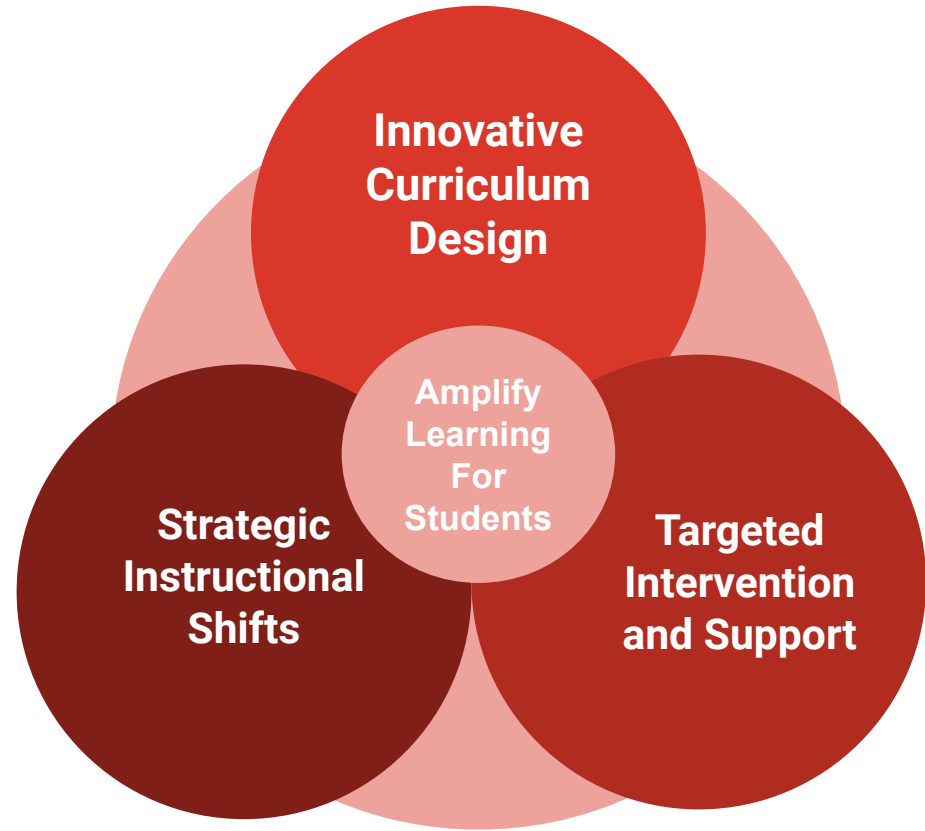
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CPSE*



Mission Statement

The mission of the Syosset Central School District is to prepare students to thrive in both the future we imagine and one which may evolve in ways yet to be envisioned.



Our Philosophy ~ Supporting Inclusion and Belonging

- Maximize opportunities for students with disabilities within the general education curriculum as much as is educationally appropriate
- Develop students' understanding of their own strengths and challenges while protecting and growing their self-worth
- Teach students self-advocacy skills and foster increasing independence throughout their educational careers
- Guide students with disabilities in developing post-secondary plans that focus on maximizing their strengths and interests while considering their challenges

#SYOSupport

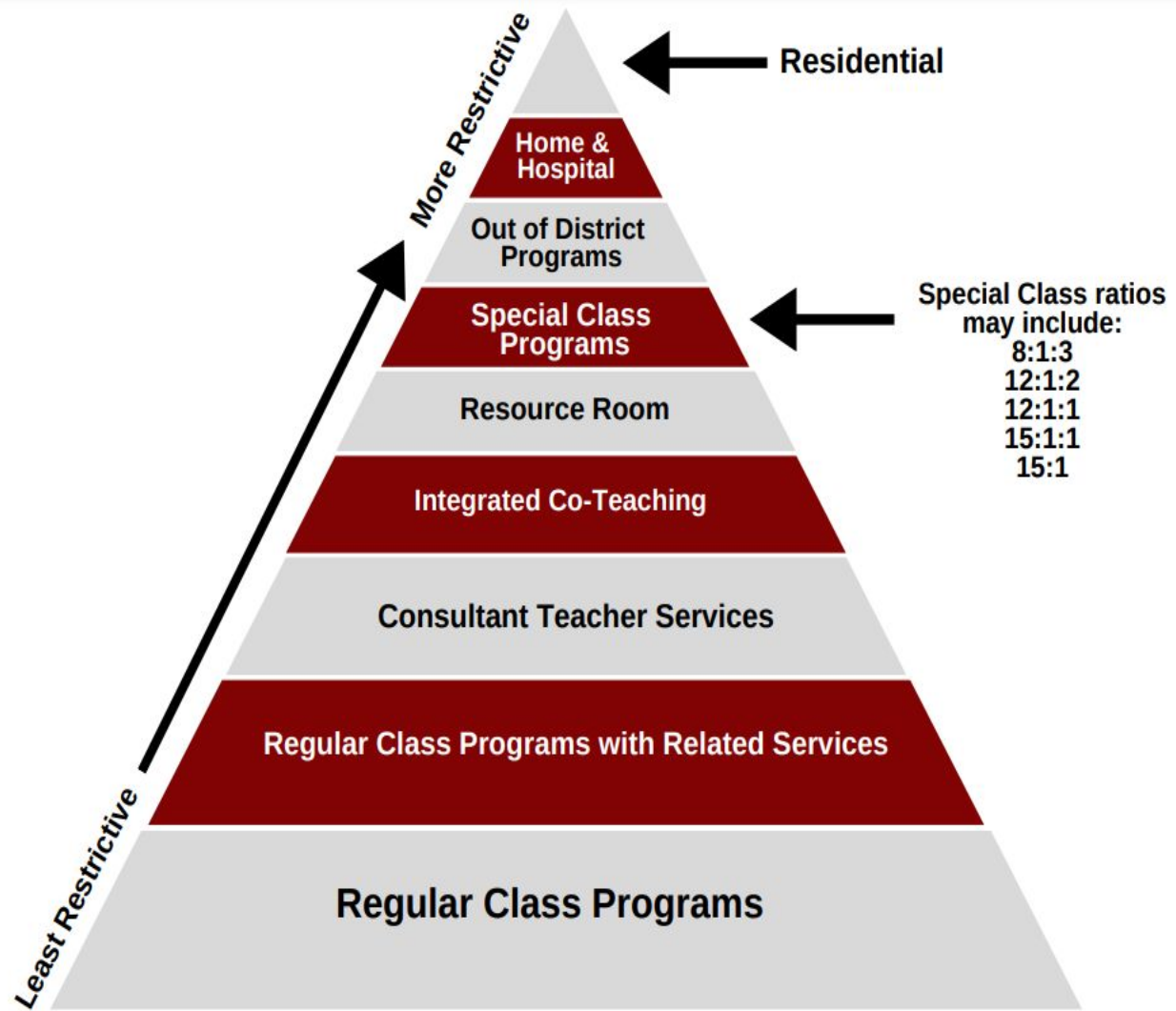
- 1** | Early Intervention: UPK & CPSE
- 2** | Expansion of the Integrated Co-Teaching Model
- 3** | Supporting Transitions
- 4** | Enhanced Inclusive Opportunities
- 5** | Supporting the Needs of the Whole Child

1. Early Intervention: Universal Pre K (UPK) & Committee on Preschool Special Education (CPSE)

With the District's investment in UPK programming, we have established a cohesive approach to educating our youngest learners.

A Head Start for Everyone	Impact on Preschool Special Education
<ul style="list-style-type: none">● Curricular alignment● Universal screening● Broader and deeper skill development● Collaborative partnerships between preschools and the District	<ul style="list-style-type: none">● Strategic and targeted professional development● Data collection to identify strengths and areas of growth● Early integration of students with disabilities with their same-aged peers

Continuum of Special Education Services



2. Expansion of the Integrated Co-Teaching (ICT) Model

- We have maximized opportunities for special education students to learn in the least restrictive setting
- At the elementary level, we have shifted from intermediate only offerings (Grades 4,5) to a needs based approach dependent upon individual grade level cohorts
- At the start of the 23-24 school year, we completed the roll-out of ICT program options at the HS which began in 2019-2020
- In-depth professional development opportunities for ICT special education and general education co-teachers which include both group workshops and co-teaching partnership consultations

3. Supporting Transitions: Connecting the World of CPSE and CSE

Increasing administrative oversight:

- **Strengthens partnerships:** first welcome into the District for preschool families
- **Ensures continuity:** uniform approach between CPSE and CSE—bridging between both programs
- **Advances learning:** professional development between UPK, CPSE, and CSE to ensure vertical integration of skills
- **Oversee alignment:** vertical and horizontal alignment for special education students at the elementary level

3. Supporting Transitions ~ An addition to the Special Education Continuum at the Middle Level

Integrated Co-teach (ICT)

Class size - approximately 25 student with 2 Teachers

Grade-level content and materials

Pacing aligns with other grade-level classes

Most Likely Exiting Credential:
Regents Diploma Pathways

General Studies (GS)

Class Size - 15 students .
1 teacher, 1 assistant (additional supports as needed)

Grade level content and curriculum with more opportunity for scaffolding, differentiation, and individualized support with more flexible pacing

Most Likely Exiting Credential:
Regents Diploma Pathways

Reaching Independence through Supported Education (RISE)

Class Size - 12 students
1 teacher; 2 assistants (additional supports as needed)

Individualized content and curriculum

Blocked Periods/Vocational Training

Most Likely Exiting Credential:
Skills and Achievement Credential

3. Supporting Transitions - Preparing for Postsecondary Outcomes

RISE

SOAR

POST-SECONDARY

- Connecting RISE to our HS Life Skills/Vocational Programming
 - SOAR: Supporting Occupational Abilities and Readiness
- PAES LAB - Practical Assessment Exploration System - a research based, functional skills curriculum with an embedded formative assessment of career potential and employability skills.
 - Simulates real work settings to promote career awareness, self-determination/self-advocacy, social skills, vocational education, and community experiences to enhance post-secondary outcomes for students with disabilities.
- Transition Planning - In-person transition planning workshop for families and students (April 1st)

4. Enhanced Inclusive Opportunities and Community Connections

A T H L E T I C S

	CHALLENGER SPORTS 	UNIFIED SPORTS 
Type of Athletic Competition	<p>Recognized as an “Invitational Activity”. <i>Invitational activities are those games or other events dealing with one sport, arranged by invitation from one school to one or more other schools. NYSPHSAA Handbook page 25.</i></p>	<p>A recognized varsity interscholastic sport by the NYSPHSAA. Played in the spring season.</p>
Are Mainstream Students Involved	<p>Mainstream students do not participate in the games. Some districts have mainstream students act as “buddies” during team practices and during games.</p>	<p>Yes. Mainstream students or “partners” participate alongside the students with special needs or “athletes.” Ratio of students on the court is 3 athletes to 2 partners.</p>
Sports Offered in Section 8 & Season Dates	<p>Basketball Track/Field</p>	<p>Bowling Basketball</p>

4. Enhanced Inclusive Opportunities and Community Connections

Connecting and Belonging

- Serendipity
- Dancing Days
- Peer Connections
- Peers As Leaders (PAL)
- Peers Reaching Out (PRO)
- Buddy Program @ HBT
- SEPTA Partnership

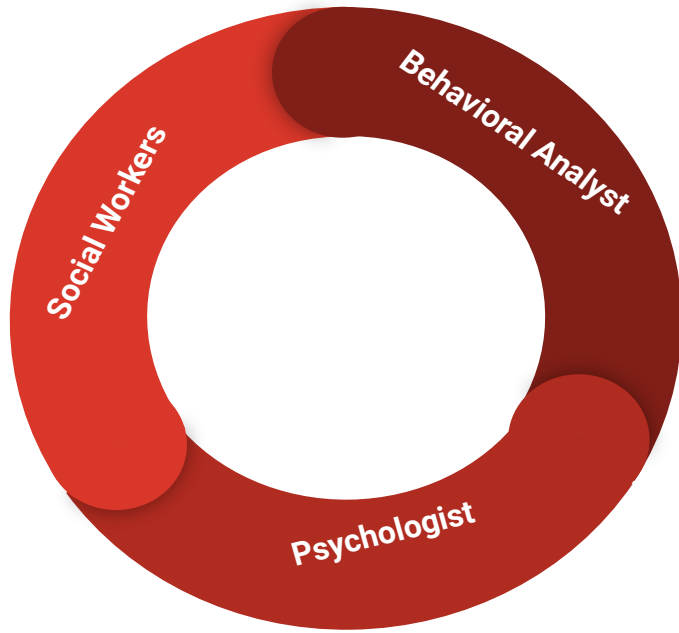
4. Enhanced Inclusive Opportunities and Community Connections



Unified Bowling's
First Match
TODAY!



5. Supporting The Needs of the Whole Child: Increase in Mental Health Supports



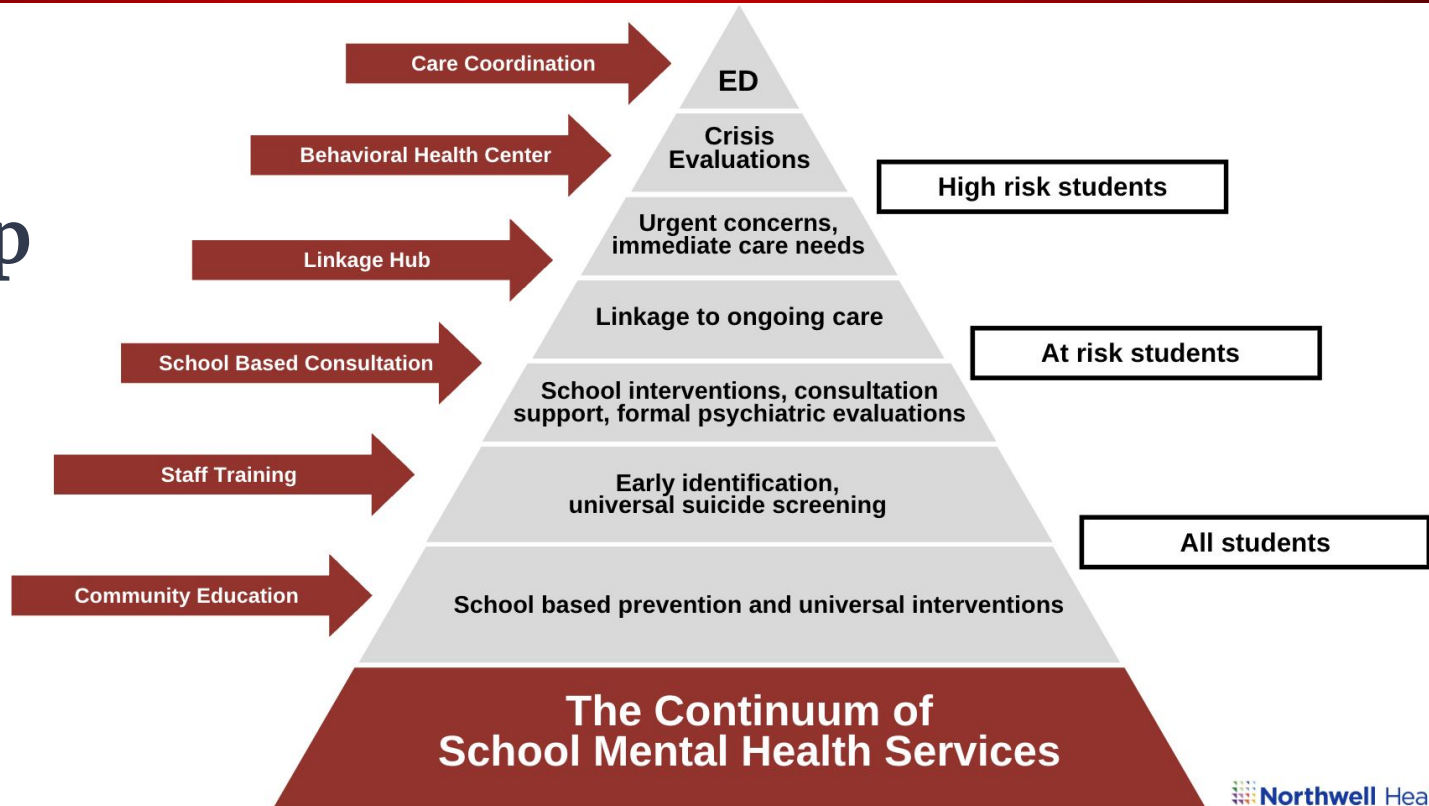
Internal Support:

Increased opportunities for proactive support:

- Push-in lessons
- Small group and individual counseling
- Collaboration and professional development for staff
- Proactive connection and education for families

5. Supporting The Needs of the Whole Child: Northwell Health Partnership

External Partnership and Support



Snapshot of Referrals Since Onboarding

Count of Scheduled Appointment Types

(multiple may be selected for one appt.)



Measure Names

- Other
- Crisis
- Follow Ups
- School Avoidan..
- Walk In
- Med Mgmt
- Initial

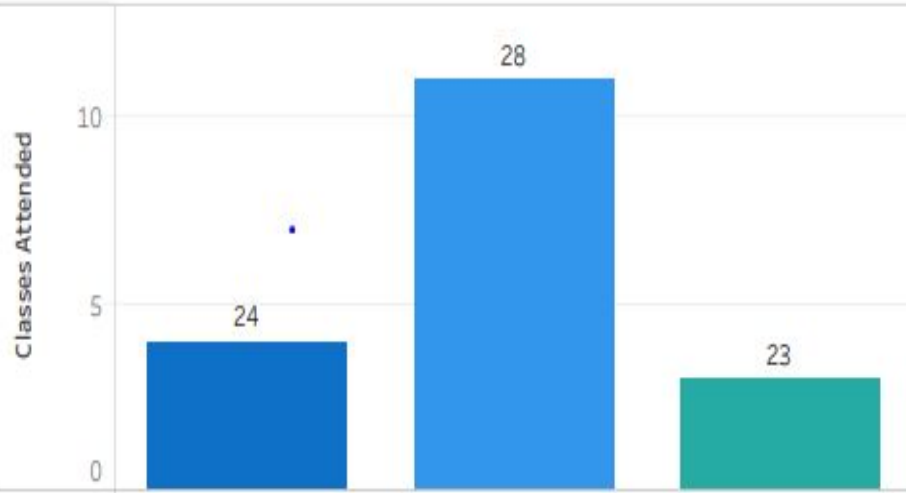
Tiered Support and Mental Health Awareness/Advocacy

Education Dashboard

Community
Education

Professional
Development

School
Avoidance



COHEN STRONG:

Educational and Youth Development Program for HS students grades 10-12.

- build capacity to support adolescent mental health
- provide skills-based training in peer support
- offer opportunities to develop leadership, advocacy and research skills

Supporting a Community of Inclusivity and Belonging

Increasing Inclusive and In-District Programming

Supporting extra-curricular opportunities

Programmatic and Administrative Support to Enhance Transitions

Increasing and Enhancing Mental Health Support

Thank you for your
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