

# **West Hempstead School District Pupil Personnel Services Department**



**Bridget Karis**

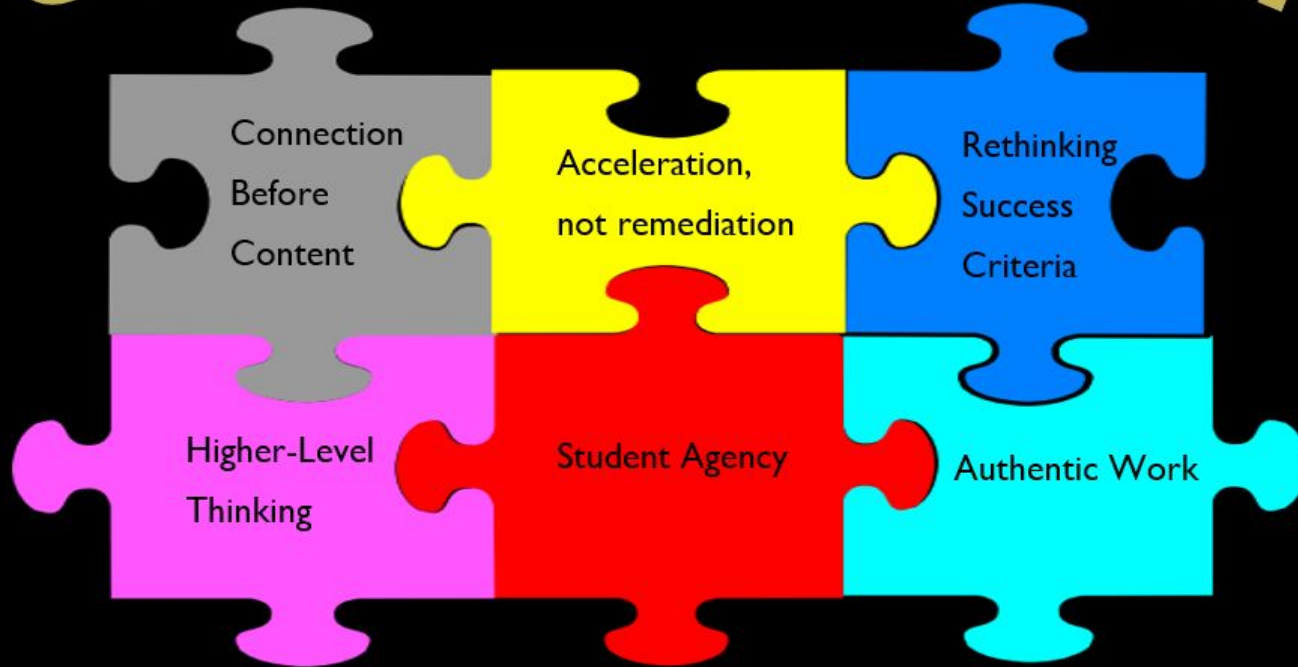
**Director of Pupil Personnel Services**

**Susan Burnett**

**Assistant Director of Pupil Personnel Services**

What we have been doing so far...

# Designing Learning



Technology Infusion



# Source of Strength



**SOURCES**  
OF STRENGTH



You are  
**AMAZING.**  
You are  
**IMPORTANT.**  
You are  
**SPECIAL.**  
You are  
**UNIQUE.**  
You are  
**KIND.**  
You are  
**PRECIOUS.**  
You are  
**LOVED.**

# Parent Friendly IEP

## PRESENT LEVELS OF PERFORMANCE AND INDIVIDUAL NEEDS

DOCUMENTATION OF STUDENT'S CURRENT PERFORMANCE AND ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS

Evaluations are tests, exams, or activities that have been given to your child. These evaluations include: Psycho-educational Assessment, Speech & Language, PT, OT Assessments, Physical Exam, Medical Information, Classroom Observation Functional Behavior Assessment, Transition Assessment, and State & District Assessments.

EVALUATION RESULTS (INCLUDING FOR SCHOOL-AGE STUDENTS, PERFORMANCE ON STATE AND DISTRICT-WIDE ASSESSMENTS)

Give a current description of your child's development in regards to daily living at home, in the community, and in school.

ACADEMIC ACHIEVEMENT, FUNCTIONAL PERFORMANCE AND LEARNING CHARACTERISTICS  
LEVELS OF KNOWLEDGE AND DEVELOPMENT IN SUBJECT AND SKILL AREAS INCLUDING ACTIVITIES OF DAILY LIVING, LEVEL OF INTELLECTUAL FUNCTIONING, ADAPTIVE BEHAVIOR, EXPECTED RATE OF PROGRESS IN ACQUIRING SKILLS AND INFORMATION, AND LEARNING STYLE:

Which subjects does your child like and why? Which subjects is your child good at? Which learning style works for your child? What are some activities or interest does your child enjoy doing outside of school?

STUDENT STRENGTHS, PREFERENCES, INTERESTS:

ACADEMIC, DEVELOPMENTAL AND FUNCTIONAL NEEDS OF THE STUDENT, INCLUDING CONSIDERATION OF STUDENT NEEDS THAT ARE OF CONCERN TO THE PARENT:



# Northwell Health South Oaks Partnership

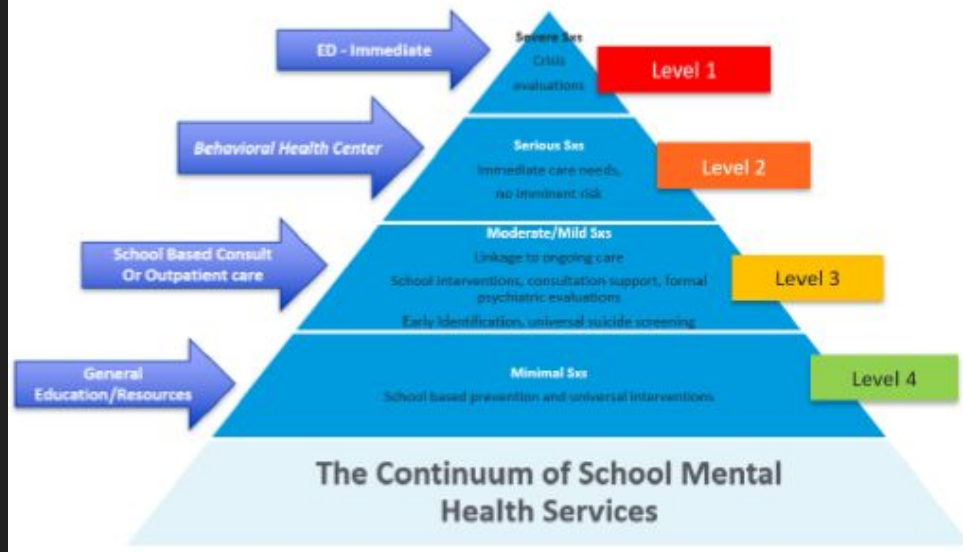


RVC BHC  
100 Merrick Road Suite 101E  
Rockville Center, NY  
516-927-1630  
[rvcbh@northwell.edu](mailto:rvcbh@northwell.edu)



## Tips to Selecting the Correct Service

Understanding the complexity of mental health conditions, and the potential needs of the student body, the below guidance aims to assist school clinicians in determining which service(s) would be of benefit for a student in need, and when escalation may be required.



## Tips to Selecting the Correct Service: A Side by Side Comparison



	Behavioral Health Center (BHC)	School Based Consultation	Emergency Dept (ED)
Reasons for referral	<ul style="list-style-type: none"> <li>• Urgent psychiatric needs</li> <li>• Risk assessments (suicidality, self-injury, aggression)</li> <li>• New or worsening symptoms</li> <li>• Increased anxiety and/or depression</li> <li>• Significant change in behavior/conduct</li> <li>• Connection to care</li> </ul>	<ul style="list-style-type: none"> <li>• Complex diagnostic clarification is needed</li> <li>• Alternative placement must be considered</li> <li>• CSE recommends a psychiatric evaluation</li> <li>• Medication regimen re-assessment is required</li> <li>• Second opinion in warranted</li> <li>• Student observation is needed in-district or virtually</li> </ul>	<ul style="list-style-type: none"> <li>• Imminent safety concerns</li> <li>• Medical evaluation, lab work, imaging etc. needed</li> <li>• Inpatient hospitalization needed</li> <li>• Patient needs controlled environment for safety</li> </ul>
Services provided	<ul style="list-style-type: none"> <li>• Psychiatric assessment</li> <li>• Crisis medication management</li> <li>• Short term therapy</li> <li>• Linkage to ongoing care</li> </ul>	<ul style="list-style-type: none"> <li>• Formal psychiatric evaluations</li> <li>• Medication consultations</li> <li>• Student observations</li> <li>• Clinical case conferences (ie. CSE Meetings)</li> </ul>	<ul style="list-style-type: none"> <li>• Nursing triage</li> <li>• Emergency Medicine evaluation</li> <li>• Risk Assessment</li> <li>• SW support</li> </ul>
Referred by	<ul style="list-style-type: none"> <li>• School staff (PPS)</li> <li>• Family</li> <li>• Primary Care Physician</li> </ul>	<ul style="list-style-type: none"> <li>• School staff (PPS) with school administrator approval</li> </ul>	<ul style="list-style-type: none"> <li>• School staff</li> <li>• Family</li> <li>• Primary Care Physicians</li> <li>• Law enforcement</li> <li>• Child Protective services</li> <li>• Mental Health providers</li> </ul>
Paid by	<ul style="list-style-type: none"> <li>• Insurance if exists</li> </ul>	<ul style="list-style-type: none"> <li>• School district</li> </ul>	<ul style="list-style-type: none"> <li>• Insurance</li> </ul>
Documentation	<ul style="list-style-type: none"> <li>• In patient electronic health record</li> <li>• Can be released to parent</li> <li>• Return to school letter provided as needed</li> <li>• Letter with diagnosis and recommendation provided as needed</li> </ul>	<ul style="list-style-type: none"> <li>• Formal report provided to district</li> </ul>	<ul style="list-style-type: none"> <li>• In patient electronic health record</li> <li>• Can be released to parent</li> <li>• Return to school letter provided as needed</li> </ul>

# Elementary Program

*Chestnut, Cornwell, & George Washington*



## Continuum of Services

- Resource Room
- Integrated Co-teaching
- Special Class
  - 15:1:1
  - 12:1:1
  - 8:1:2
- Related Services
  - Speech
  - OT/PT
  - Counseling

# Secondary Program

West Hempstead Middle and High School

## Continuum of Services



- Resource Room
- Integrated Co-teaching
- Special Class
  - 15:1- Regents/High School Diploma/Career Development and Occupational Studies (CDOS) Commencement Credential
  - 12:1:1- Regents/High School Diploma/Career Development and Occupational Studies (CDOS) Commencement Credential
  - 8:1:2- NYSAA- Skill and Achievement Commencement Credential (SACC)
- Related Services
  - Speech, OT/PT, Counseling



# Middle School Program Updates



## Current Model

- 1 section each  
12:1:1 and 15:1:1
- Both 7th and 8th  
graders together
- Combine 7th and  
8th grade  
curriculums

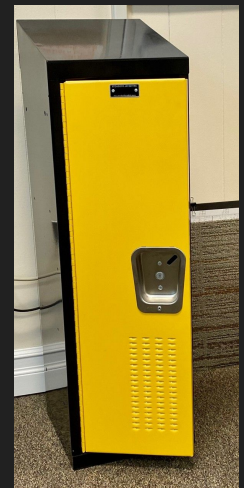
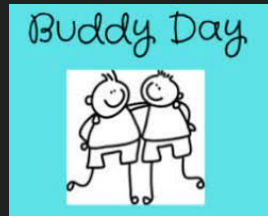
## New Model:

- Only 15:1:1
- Stand alone for  
7th and 8th  
grades
- Single Grade  
Curriculum

# Increased Opportunities for students transitioning to Middle School



- Buddy Day
- Virtual Q & A
- Teacher Articulation
- Increased opportunities for movement at GW for students in special classes
- Locker Practice

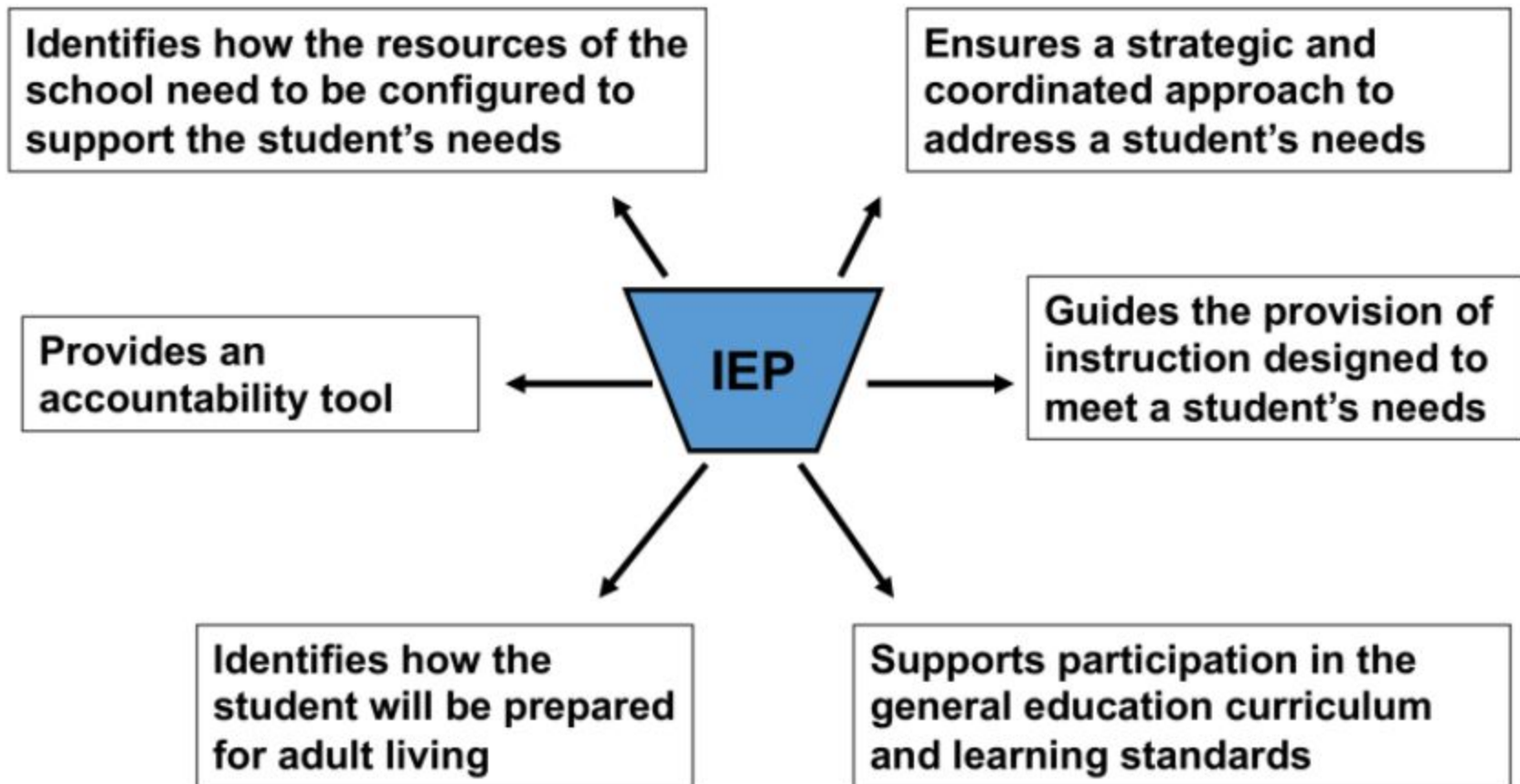


# Annual Reviews



- **Begin in February:** All Meetings will be Virtual via Google Meet
- **CSE Team:**
  - Psychologist (CSE Chairperson)
  - Parents
  - Special Educator
  - General Educator
  - Related Service providers
  - Guidance Counselor Gr. 7-12
  - Student grade 7 and up or at request
- **Discuss Current Year Progress**
- **Discuss Program and services for upcoming school year**
- **Review PLEPS, Goals, Accommodations, Modification, Transition (secondary)**

# The IEP is the Cornerstone of the Special Education Process





# Pathways to Graduation



- New York State Regents Diploma with Advanced Designation
- New York State Regents Diploma
- Local High School Diploma
- Career Development and Occupational Studies Commencement Credential- CDOS
- New York State Alternative Assessment Skills and Achievement Commencement Credential- SACC



## **NYSED Multiple Pathways to Success**

### **Providing a more focused approach to Graduation**

- **CTE** - Career and Technical Education
- **Humanities** – English/History/Social Studies
- **Arts** – Visual/Performing
- **LOTE** - Languages other than English \*
- **STEM** -Science, Technology, Engineering and Mathematics
- **CDOS** - Career Development Occupational Studies

<http://www.p12.nysed.gov/cte/cdlearn/documents/cdoslea.pdf>



# High School DIPLOMAS

## NYS Options:

**Regents** - 65 Pass on 5 Regents Exams (or successful appeal 60-64)  
(ELA, 1 Math, 1 Sci, 1 SS, 1 Pathway Exam)

**Local** - via Safety Net for SWD

1. 55-64 Low Pass Option
2. Compensatory Option - Student may score 45-54 on one or more of the required exams (excluding ELA and Math) if they:
  - compensate with score higher than 65 on another exam
  - meet district attendance & course requirements (get course credit)
  - English and Math scores must be  $\geq 55$  (or successful appeal 52-54)

**Local** - via Supt's Determination only for SWD w/ IEP

1. Must pass ALL classes.
2. Sit for each of 4 Regents and 1 Pathway Exam at least 1X (for areas where no passing score achieved on any exam using safety nets or appeals)
3. If below 55 w/wo appeal for ELA & Math student must meet requirements for CDOS Credential
4. Parents initiate the review through written request.
5. Supt. and Principal review documentation to determine proficiency in each area, in absence of exam.

## Multiple Pathways to Graduation

### For All Students

#### Must Pass ELA, 1 Math, 1 Sci, 1 SS, & 1 Pathway Exam

- Humanities – Social Studies, Literature, Philosophy; Exams Approved
- STEM – 2<sup>nd</sup> Math or Science Exam; Exams Approved
- Biliteracy – Languages Other Than English (LOTE); Exams Approved
- CTE – Rigorous CTE Assessment; Many approved, list updated continually as more are approved
- Arts – Performing, Visual, Technical; Variety of Approved Exams and Performance/Portfolio Options
- CDOS – Must meet all requirements of CDOS Credential

<http://www.p12.nysed.gov/ciai/multiple-pathways>



## Student Exit

College and  
Career Ready

**Updated  
April 2018**



# CREDENTIALS

(NOT High School Diplomas)

## Skills and Achievement Commencement Credential

- NYSAA eligible & assessed
- Attended 12 years excluding K, or end of year attains 21
- CDOS learning standards
- Accompanied by new model of Student Exit Summary

## Career Development and Occupational Studies Commencement Credential (CDOSCC) For All Students

1. May be used as a Pathway for graduation,
  2. supplement diploma, or
  3. serve as exiting credential for students unable to earn a HS diploma
- Must provide opportunities to earn regular HS diploma and access to general education
  - Develop and annually review career plan
  - Career-related (CTE) coursework and WBL experiences  
At least 2 units of credit (216 hours; **must include minimum 54 hours of WBL**)
  - Employability profile documenting attainment of commencement level knowledge and skills or the CDOS standards



- Can Read
- Can Write
- Perform Math Functions
- Listens Effectively
- Speaks Clearly



### Thinking Skills

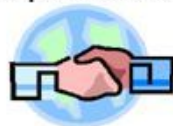
- Can Think Creatively
- Uses Decision Making Skills
- Thinking Leads to Problem Solving
- Knows How to Learn
- Applies Knowledge to New Situations

### Technology

- Selects /Applies Technology
- Maintains Equipment
- Designs and Creates To Meet Needs



### Interpersonal Skills



- Teaches Others
- Serves Clients
- Exercises Leadership
- Negotiates/Communicates
- Works as a Member of a Team
- Works with Diversity

## Career Development and Occupational Studies Standard 3A Universal Foundation Skills



### Systems

- Improves & Designs Systems
- Monitors & Corrects Performances
- Understands How Systems Perform Related to Goals, Resources and Organizational Function

### Managing Information



- Acquires and Evaluates Information
- Organizes/Maintains Information
- Interprets/Communicates Information
- Uses Computers to Enter, Modify, Retrieve and Store Data

### Managing Resources

Understands how to use:

- Materials
- Facilities
- Time
- Money
- Human Resources
- Networking



### Personal Qualities

Demonstrates:

- Responsibility
- Ability to Plan
- Ability to Take Independent Action
- Integrity/Honesty
- Self-determination and ability to self-evaluate knowledge, skills and abilities





# Career Plan



## NEW YORK STATE EDUCATION DEPARTMENT

### **Career Plan** *Commencement Level*

#### **1. Personal Data**

Name: \_\_\_\_\_

Student Identification Number: \_\_\_\_\_

School: \_\_\_\_\_

#### **2. Review of Student Career Plan**

# Post- Secondary Transition Planning



# Measurable Postsecondary Goals



## Measurable Post-Secondary Goals

∴ Education/Training

∴ Employment

∴ Independent Living Skills (when appropriate)

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15  
(AND AT A YOUNGER AGE IF DETERMINED APPROPRIATE)

### MEASURABLE POSTSECONDARY GOALS

LONG-TERM GOALS FOR LIVING, WORKING AND LEARNING AS AN ADULT

EDUCATION/TRAINING:

EMPLOYMENT:

INDEPENDENT LIVING SKILLS (WHEN APPROPRIATE):

- Goals for life AFTER high school
- “<STUDENT> WILL...”
- Based on age-appropriate transition assessments

# Measurable Postsecondary Goals



Transition Needs: In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

...:: Transition Needs

...:: Courses Of Study

## Transition Needs

### TRANSITION NEEDS

In consideration of present levels of performance, transition service needs of the student that focus on the student's courses of study, taking into account the student's strengths, preferences and interests as they relate to transition from school to post-school activities:

- a) a statement of the **student's needs**, taking into account the student's strengths, preferences and interests, as they relate to transition from school to post-school activities
- a) a statement of the **transition service needs** of the student that focuses on the student's **courses of study**, such as participation in advanced-placement courses or a CTE program





# Coordinated Set of Transition Activities

## ::: Instruction

Service/Activity

## ::: Related Services

Service/Activity

## ::: Community Experiences

Service/Activity

## ::: Development of Employment and Other Post-school Adult Living Objectives

Service/Activity

## ::: Acquisition of Daily Living Skills (if applicable)

Service/Activity

## ::: Functional Vocational Assessment (if applicable)

Service/Activity

- Courses of Study or Skill Areas
- Any related service necessary for post-secondary outcomes
- Access to Community Resources
- Services or Activities to prepare for employment
- Daily Living Skills
- Assessment to determine student's strengths, abilities, and needs in an actual or real work situation



# Transition Assessment

BEGINNING NOT LATER THAN THE FIRST IEP TO BE IN EFFECT WHEN THE STUDENT IS AGE 15 (AND AT A YOUNGER AGE, IF DETERMINED APPROPRIATE).

## COORDINATED SET OF TRANSITION ACTIVITIES

**NEEDED ACTIVITIES TO FACILITATE  
THE STUDENT'S MOVEMENT FROM  
SCHOOL TO POST-SCHOOL  
ACTIVITIES**

**SERVICE/ACTIVITY**

**SCHOOL DISTRICT/AGENCY  
RESPONSIBLE**

Instruction

Related Services

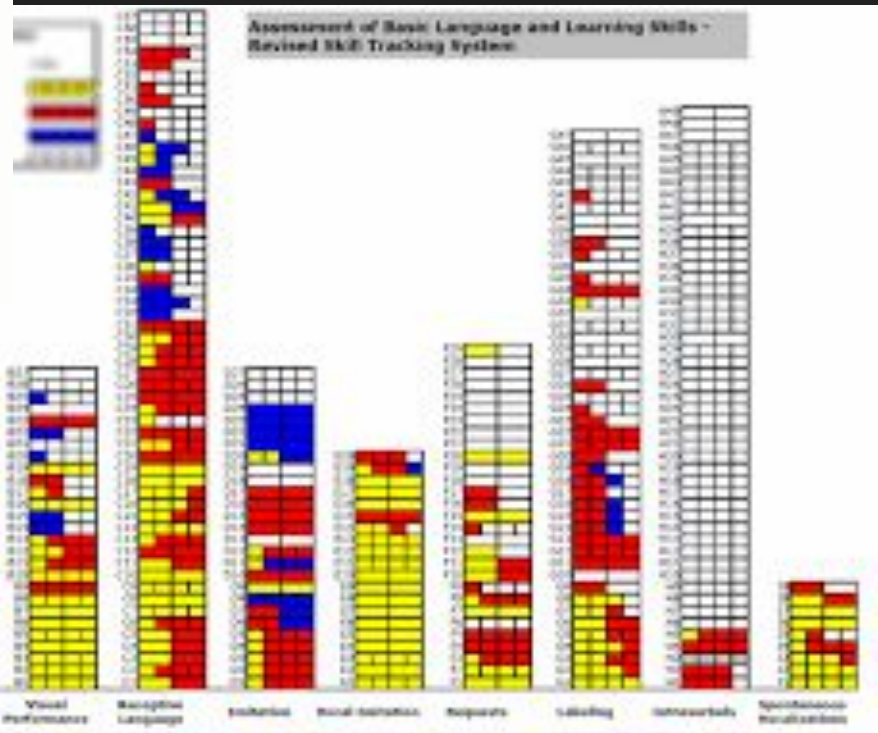
Community Experiences

Development of Employment and  
Other Post-school Adult Living  
Objectives

Acquisition of Daily Living Skills (if  
applicable)

Functional Vocational Assessment (if  
applicable)

# Alternate Report Card

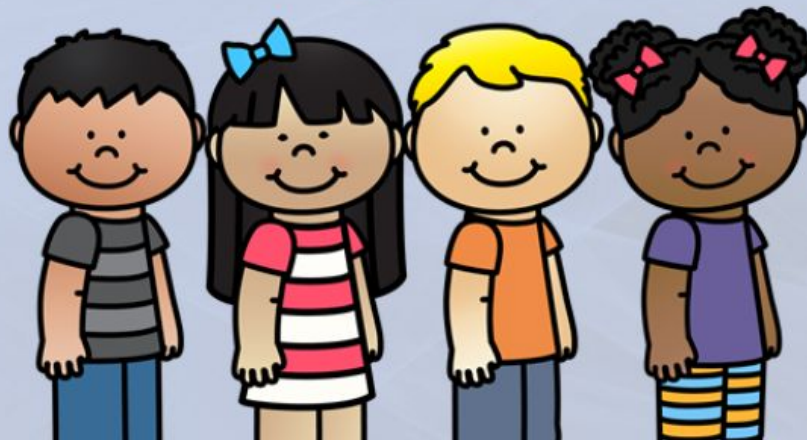




# Safety in the Community

classroom  
Safety  
Drills

Keeping  
Each other  
Safe



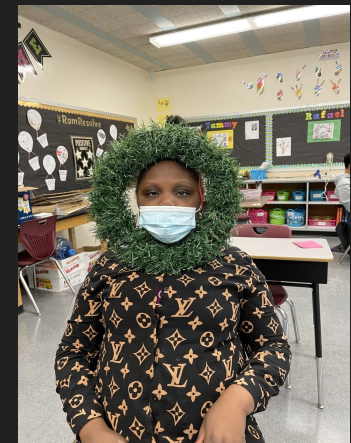




# Empire Games

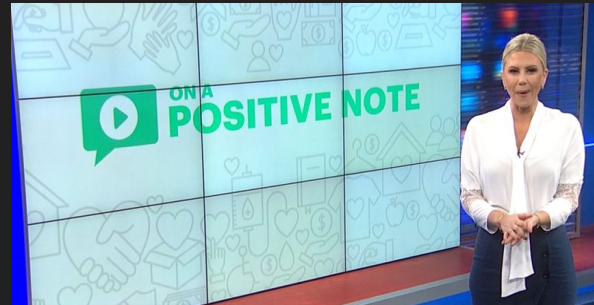


# Giving Back to our Community and Beyond





# Giving Back to our Community and Beyond



# John's Crazy Socks





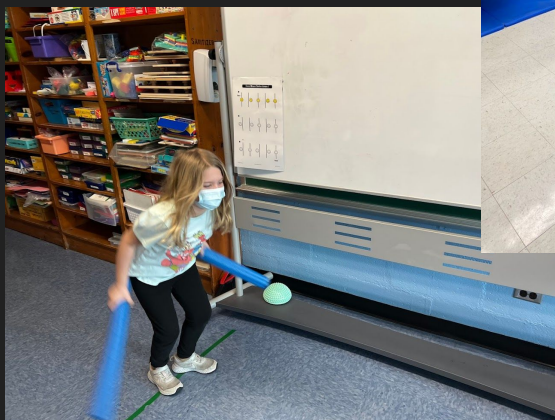
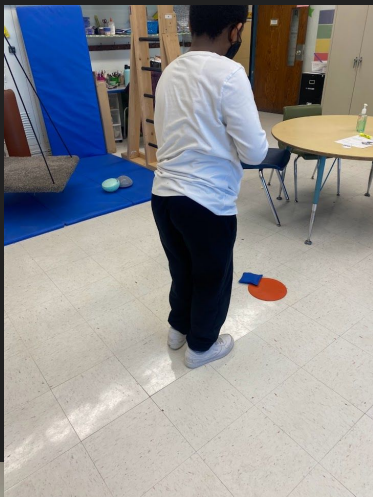
# 100th Day of School





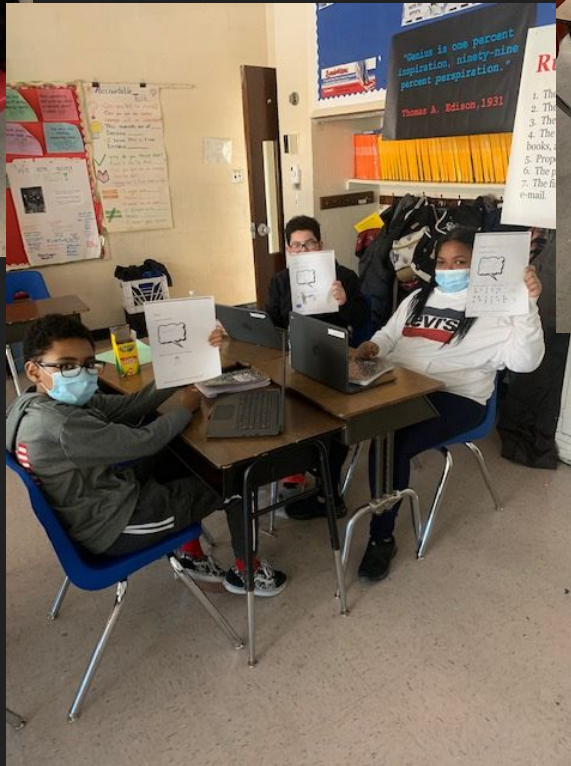
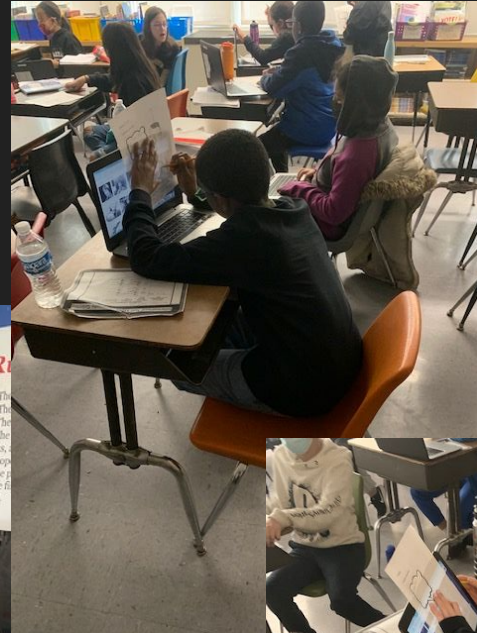
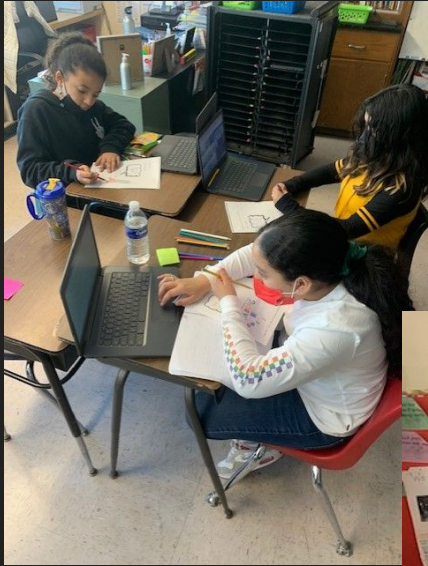


# OT Olympics





# Biography Selecting Party



# Building a School Community



BINGO					BINGO				
5	30	36	46	68	14	19	41	60	67
2	17	35	58	67	13	27	35	46	75
9	27	☆	60	70	3	16	☆	49	74
6	24	31	52	64	9	22	43	52	61
13	20	40	47	73	4	18	34	53	64

CARD 1

CARD 2

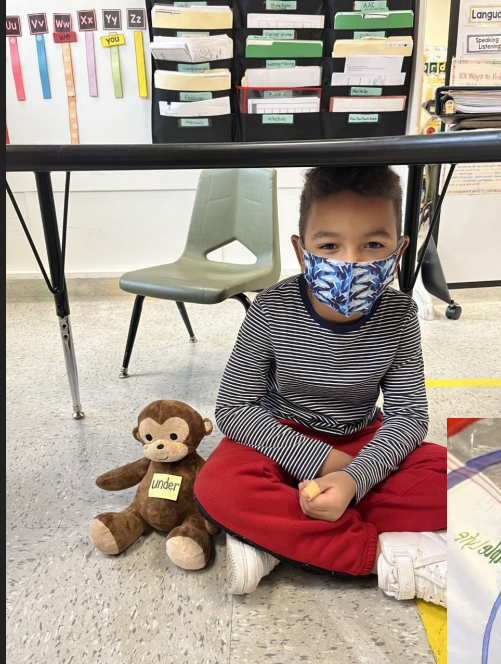




# Presentations



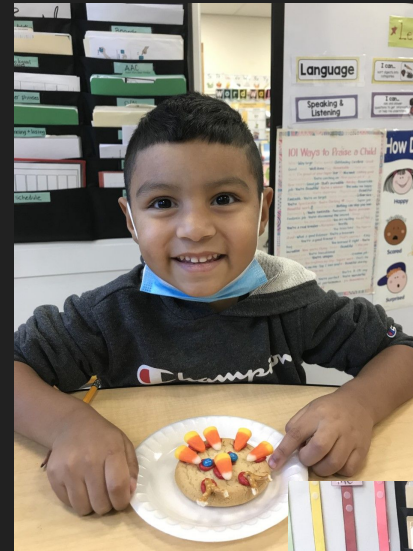
# Speech and Language Fun



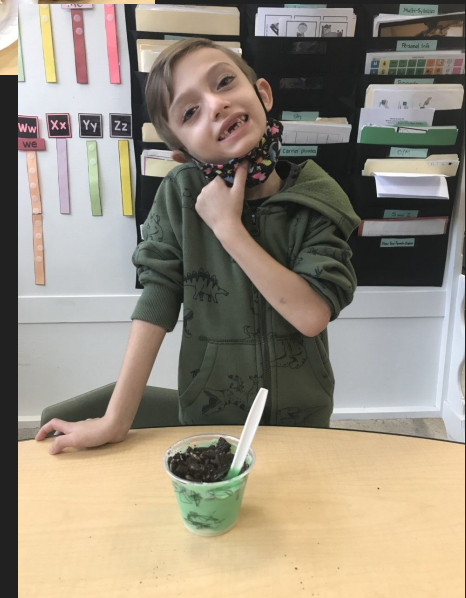
UNDER



THROUGH



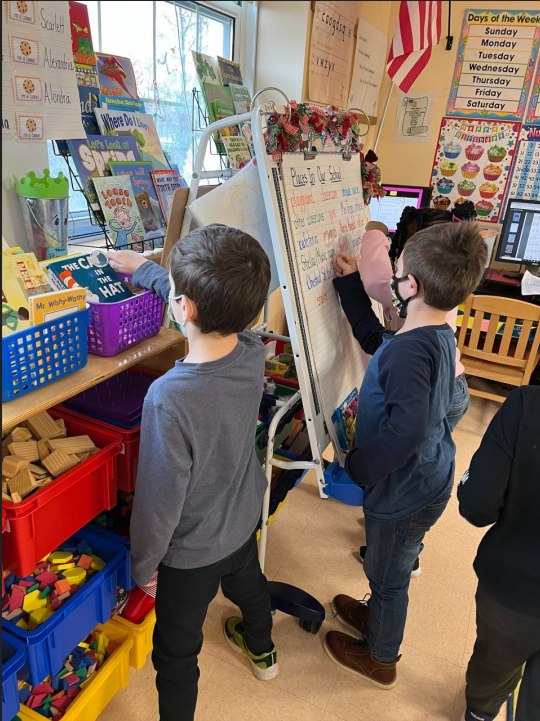
FOLLOWING  
DIRECTIONS







# Kindergarten Reading Detectives





# Social Emotional Learning and Wellness

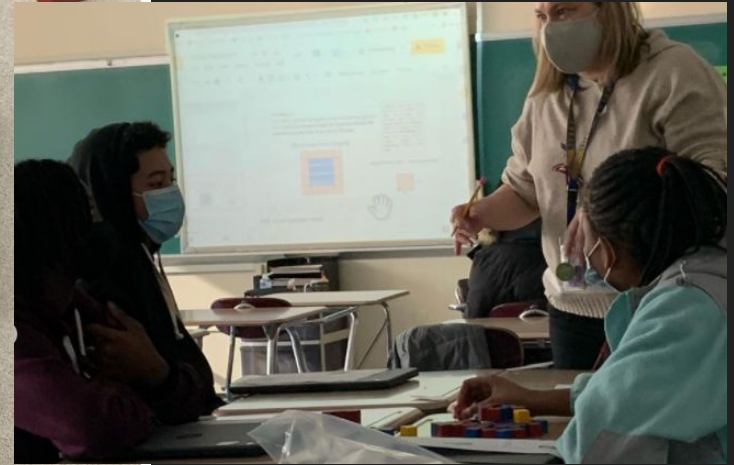
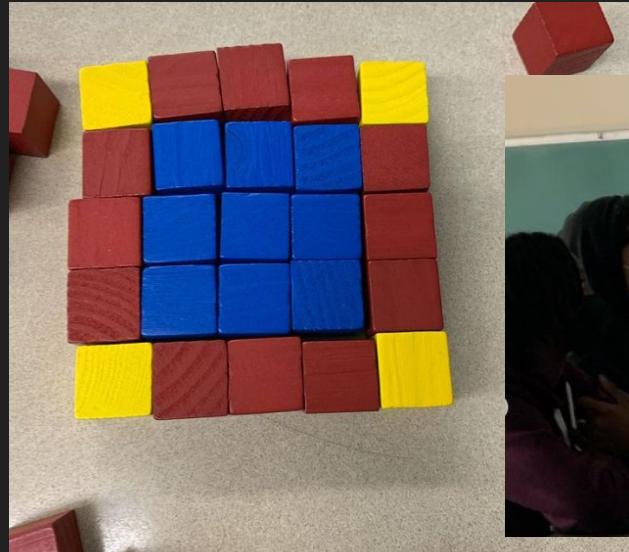


p.s. i love  
you day 2022  
☆☆☆☆☆





# Project/Problem Based Learning

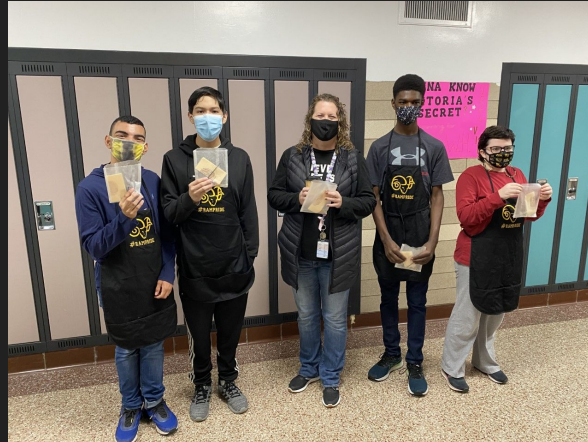


Problem-Based Learning Process





# Work Based Learning



## Work-based Learning

### Awareness

#### Learn About Work

- Career Fairs
- Guest Speakers
- Field Trips
- Job Shadowing
- Worksite Tours

### Exploration

#### Learning Through Work

- Career Competitions
- Mentoring
- Mock Interviews
- Science Fairs
- Service Learning
- Teacher Externships

### Experience

#### Learning For Work

- Apprenticeships
- Co-Ops
- Fellowships
- Internships
- On Job Training
- Pre-Apprenticeships



# Staying Connected.....

- Check District/School Webpage  
[www.whufsd.com](http://www.whufsd.com)
- Follow us on Twitter and Instagram



CS Twitter @WHChestnut

CS Instagram wh\_chestnut

CA Twitter @CornwellAveES

GW Twitter @WHGWashington

MS Twitter @WH\_MSRAMS

MS Instagram wh\_msrams

HS Twitter @Wh\_HighSchool

HS Instagram@WH\_HighSchool



#ramfam #rampride  
#ramresolve

# **West Hempstead School District Pupil Personnel Services Department**



***Questions????????***

***#Rampride    #Ramfam    #RamResolve***