

Welcome to Special Education Parent Advisory Group (SEPAG)



- ▶ N.J.A.C. 6A:14-1.2(h) states that: “Each board of education shall ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities.”
- ▶ The Washington Township Special Education Advisory Group has been established to facilitate collaboration among students, parents, staff, the Board of Education, and the community in order to promote inclusion and understanding of, respect for, and support of all children with special needs in our community.

District Mission Statement



The mission of the Washington Township Public Schools is to provide a safe, positive, and progressive environment that provides opportunity for all students to attain the knowledge and skills specified in the New Jersey Core Curriculum Content Standards and the New Jersey State Learning Standards at all grade levels, as to ensure their full participation in an ever-changing world as responsible, self-directed, and civic-minded citizen.

District Goals



- ▶ Goal One: Continued focus on student achievement for all students, with an emphasis on closing achievement gaps, specialized student programs that reside in the least restrictive environment, and ongoing use of differentiated instruction, as evidenced through the data analysis of all standardized assessments and the creation of baseline data that can be utilized to measure District growth and improvement opportunities.
- ▶ Goal Two: Optimize the effectiveness of teaching and learning, through the increased infusion of technology in all settings, as measured by the SAMR (Substitution, Augmentation, Modification, and Redefinition) Model, and the successful completion, submission and recognition as a Future Ready School at Washington Township High School.
- ▶ Goal Three: Continue to prioritize staff communication with parents and students through the frequent and ongoing use of technology that provides information on coursework, assessments, homework projects, school/classroom events, and any other school related information.
- ▶ Goal Four: Ensure and enhance the fiscal stability of the District as we face the possibility of decreased state funding by focusing on Public/Private Partnerships and the developments of a Districtwide Strategic Plan, to ensure that student achievement and student programs remain a top priority.

Washington Township Public Schools

Office of Student and Special Education Services

- ▶ Mrs. Annette Miller, Assistant Superintendent
- ▶ Mrs. Kathryn Ashbridge, Director
- ▶ Mrs. Christina Cox, Supervisor Elementary Special Education
- ▶ Mr. Joseph Hoopes, Supervisor Middle School Special Education
- ▶ Mrs. Tricia Holmes, Supervisor High School Special Education
- ▶ Mrs. Pamela Culin, Coordinator of Special Services

Educational Program Options



- ▶ Elementary
- ▶ Middle School
- ▶ High School

Elementary Educational Programs

WTPS offers a full continuum of program options:

- ▶ Pre-school Disabilities (PSD) class programs at Grenloch Terrace Early Childhood Center
- ▶ Autism class programs
 - ▶ Pre-school and K at Grenloch Terrace Early Childhood Center
 - ▶ K-5 at Hurffville
 - ▶ K at TJ
- ▶ Multiple Disabilities (MD) class programs K-5 at Birches
- ▶ Self-contained Learning Disabilities (LD) at TJ, Whitman & Wedgwood
- ▶ Pull out Replacement Programs
- ▶ In Class Resource Programs
- ▶ Out of District Program Options



Elementary Instruction

▶ Diagnostic Tools

- ▶ STAR- Universal Screening tool for Reading Comprehension & Math
- ▶ aimswebPlus – Benchmark & progress monitoring program for Math & ELA

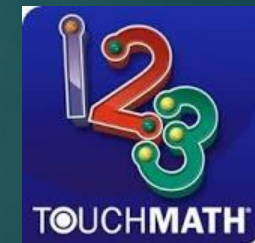
▶ Intervention Programs

- ▶ Direct Instruction Programs for encoding (reading) and decoding (spelling)
- ▶ SuccessMaker-adaptive reading and math intervention program. Through adaptive motion, the program personalizes learning paths for mastery of essential reading and math concepts and delivers outcome-based data to inform educational decision-making.



Intervention Programs (cont.)

- ▶ **System 44-** is a multimedia program that is designed to meet the specific needs of students whose reading achievement is significantly below grade level; focusing on phonemic awareness. The program blends instruction from the teacher with innovative computer software that tracks your child's progress and customizes instruction to meet their needs.
- ▶ **Read 180-** is a multimedia program that is designed to meet the specific needs of students whose reading achievement is below grade level; focusing on reading comprehension . The program blends instruction from the teacher with innovative computer software that tracks your child's progress and customizes instruction to meet their needs.
- ▶ **TouchMath-** TouchMath is a multisensory math program that makes critical math concepts appealing and accessible for students who struggle to understand grade-level content.
- ▶ **Edmark Reading Program-** The program uses a carefully sequenced, highly repetitive word recognition method combined with errorless learning.



Community Based Instruction gr. K-12

What is CBI?

- ▶ Educational instruction in naturally occurring community environments providing students “real life experiences”. The goal is to provide a variety of hands on learning opportunities at all age levels to help students acquire the skills to live in the world today. Prior to each outing students practice and learn the necessary skills to successfully visit and participate at each location through task analysis, role play and modeling. During the outing students work on targeted skills which promote independence in the community.

What skills are learned?

- Some of the targeted skills will be self help/self advocacy, navigating the community using reading and math skills and practicing socially acceptable etiquette and norms. Following each outing students will complete reflection activities specific to the outing. Data is taken throughout these locations to show the level of prompting needed to complete each task.

Community Based Instruction

The outings will include:

- ▶ Fast Food Restaurants
 - ▶ Supermarkets
- ▶ Police Department
 - ▶ Fire Department
 - ▶ Pool
 - ▶ Hospital
- ▶ Big Box Stores such as Target and Walmart
 - ▶ Bowling
 - ▶ Hardware Store
 - ▶ Farm
 - ▶ Restaurants

What is **aimsweb** PLUS ?

- ▶ A benchmarking and progress monitoring tool for K-8.
- ▶ The academic tests within **aimswebPlus** —named “measures”— address reading and mathematics skills.

Reading:

Learning Area	Measure
Print Concepts	Print Concepts
	Letter Naming Fluency
Phonological Awareness	Initial Sounds
	Phoneme Segmentation
Phonics	Letter Word Sounds Fluency
Word Recognition & Fluency	Word Reading Fluency
Language: Vocabulary Acquisition & Use	Auditory Vocabulary
	Vocabulary
Comprehension & Fluency	Reading Comprehension
	Silent Reading Fluency

Math:

Learning Area	Measure
Counting & Cardinality	Quantity Total Fluency
	Quantity Difference Fluency
Number Awareness	Number Naming Fluency
Number Sense	Number Comparison Fluency–Pairs
	Number Comparison Fluency–Triads
Computation	Math Facts Fluency–1 Digit
	Math Facts Fluency–Tens
	Mental Computation Fluency
Problem Solving (3-5 items per CCSS domain)	

Middle School Educational Programs

- ▶ BHMS: Multiple Disabilities Classroom (MD)
- ▶ CRMS: Behavioral Disabilities Program (BD)
- ▶ Pull-out Replacement (POR)
- ▶ In-class Resource (ICR)
- ▶ Teacher-Consultant Model
- ▶ Out of District Program Options



Middle School Supplemental Instruction

Purpose:

To address and help close the achievement gap for students in the areas of Math and English Language Arts Instruction. Students are placed in supplemental instruction by the IEP team according to assessment data and/or overall classroom performance.



STAR[™]
Assessments

Diagnostic Tools

- ▶ **STAR** Universal Screening tool for Reading Comprehension & Math
- ▶ **aimswebPlus** – Benchmark & progress monitoring program for Math & ELA

Supplemental Instructional Tools

- ▶ IXL – Provides supplemental instruction, K-12, that is aligned to state standards and offers insightful reporting which tracks the progress of learners.
- ▶ NewsELA - NewsELA builds reading comprehension through leveled articles, real-time assessments and actionable insights. The program also allows teachers to differentiate instruction by tracking performance on specific reading standards, monitor reading levels to spot trends and identify growth opportunities, and empower educators to accomplish district-wide reading goals.
- ▶ Study Island – "Study Island combines rigorous content that is highly customized to specific state standards in math, reading, writing, science, and social studies with interactive features and games that engage students and reinforce and reward learning achievement."
- ▶ Just Words – Tier 2 intervention emphasizing phonemic awareness, phonics, word study, and spelling, Just Words is the word study component of the Wilson Reading System.
- ▶ System 44 - Multimedia program that is designed to meet the specific needs of students whose reading achievement is significantly below grade level; focusing on phonemic awareness . The program blends instruction from the teacher with innovative computer software that tracks your child's progress and customizes instruction to meet their needs.

High School Educational Placements

- ▶ Multiple Disabilities Classroom (MD)
- ▶ Behavioral Disabilities Program (BD)
- ▶ Pull Out Replacement(POR)
- ▶ In-class Resource (ICR)
- ▶ Transitional Program (18-21 year old students)
- ▶ Out of District Program Options



WTHS Unique Course Offerings

Practical Assessment Exploration System (PAES) Lab

- ▶ Work and Life Skill Training
- ▶ Vocational Work Assessment
- ▶ Work Exploration
- ▶ Appropriate Work Behavior Development
- ▶ Data Collection and Student Reporting Performance and Employment Potential
- ▶ Work and Life Skill Training



Pre-employment Mentoring (PEM) Program

- ▶ With the support of a job coach, students work in the community



Reading for College and Careers (READ 180)

- ▶ A multimedia program that is designed to meet the specific needs of students whose reading achievement is below grade level. The program blends instruction from the teacher with innovative computer software that tracks your child's progress and customizes instruction to meet their needs.

Supplemental Tools

- ▶ **IXL**- Provides supplemental instruction, K-12, that is aligned to state standards and offers insightful reporting which tracks the progress of learners.
- ▶ **Successmaker**- Adaptive reading and math intervention program. Through adaptive motion, the program personalizes learning paths for mastery of essential reading and math concepts and delivers outcome-based data to inform educational decision-making.



Activities

There are many clubs, sports, and activities available to students at the high school, some of the most well attended by the classified students are:

- ▶ **Peer Outreach-** This club provides an opportunity for students with and without disabilities to spend time together in a fun, social setting. We meet every other Wednesday after school and on selected Friday evenings. "Friday nights with friends" engage in a variety of activities including attending school plays, music, dancing, snacks, crafts and games!!
- ▶ **Project Unify-**Project Unify is an initiative of the Special Olympics organization. It is worldwide effort to bring inclusion to sports. There are three aspects of project Unify- sports, social and education. Our Project Unify members sponsor inclusive sports clinic with the varsity teams. All members benefit from the interaction between our students. Friendships have grown and developed as well as understanding of each other and our similarities and differences.
- ▶ **Intramural Bowling-** Students bowl once a week at the Brunswick Lanes under the direction of a special education teacher and assistants.



Special Olympics
Project UNIFY®



Additional Services

PECS: All of our teachers in the PSD, Autism and MD programs including the Speech Specialists have been certified in PECS from Pyramid Consultants.

Behavior Specialists across all grade levels:

- ▶ These specialists assist teachers and school personnel in understanding behavior and intervening with students that have behaviors that interfere with their learning and that of others.
- ▶ They offer assistance in the development of antecedent interventions, class wide behavior management systems and individualized Behavior Intervention Plans (BIP)
- ▶ They offer districtwide professional development





Annual Reviews

YEAR ROUND IEPS

Benefits of Year Round IEPs

- ▶ Facilitates discussion related to the student's specially designed instruction.
- ▶ Immediate implementation.
- ▶ Maintains most current and relevant information, making the document more fluid.
- ▶ Separates the IEP process from curriculum and scheduling.
- ▶ Reduces the demands on students and staff time in the Spring.

Annual Review Meetings

- ▶ IEPs will be written based upon the re-evaluation (triennial) date, regardless of year. Late Spring or Summer IEPs may be moved at the discretion of the case manager. For example, a July re-evaluation may have a meeting in May or June.
- ▶ Other dates will be altered as needed to address any major changes to a child's program.
- ▶ All newly classified students will have an Annual Review of the IEP any time during the year.
- ▶ Any IEP that requires substantial changes to present education level, placement, and/or goals, should be considered an Annual Review of the IEP.
- ▶ There can be more than one Annual Review in one school year.

Annual Review Meetings: What Will Occur?

- ▶ Description of how your child currently performs, progress toward IEP goals, and your child's specific instructional needs.
- ▶ Discussion on how your child's disability affects progress in the general education curriculum, what supports are needed, and what goals are needed to progress.
- ▶ Parental input and ideas
- ▶ Review and revise the program (if appropriate)
- ▶ Transition Planning (including child's strengths, interests and preference, strategies and/or activities to assist the child in developing or attaining postsecondary goals)

Extended School Year

- ▶ An extended school year program provides for the extension of special education and related services beyond the regular school year.
- ▶ An extended school year program is provided in accordance with the student's IEP when an interruption in educational programming causes the student's performance to revert to a lower level of functioning and recoupment cannot be expected in a reasonable length of time.
- ▶ Data will be collected throughout the year regarding regression/recoupment to determine ESY services.
- ▶ The IEP team shall consider all relevant factors in determining the need for an extended school year program
- ▶ Parents will be contacted regarding ESY eligibility.

Senior IEPs/ Summary Of Performance

- ▶ For the 2017-2018 school year, a Summary of Performance will be mailed home to the student at the end of school year.
- ▶ For the 2018-2019 school year, a Senior annual review will be a full IEP meeting but the IEP will have an end date of June.
- ▶ At the end of the 2018-2019 school year, a Summary of Performance will be mailed home to the student at the end of school year.

Secondary Scheduling

- ▶ At the high school level, when a student comes to the counseling office to select their courses, the Case Manager will be present along with the counselor. Courses and future plans/goals will be discussed and reviewed.
- ▶ If the course selections are different than those on the IEP, the Case Manager will set a date to meet with the team. If the course selections are in accordance with the IEP, no additional meeting would be scheduled.
- ▶ Information on course selection will be shared with parents.

Thank you very much for coming tonight! We look forward to seeing you at the next meeting on November 27.

