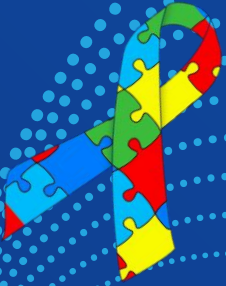


Autism Programming in WWPRSD



NJAC 6A:14-3.5 (c)2 and 4.7(c)

“**Autism**” means a pervasive developmental disability that significantly impacts verbal and nonverbal communication and social interaction that adversely affects a student's educational performance. Onset is generally evident before age three.

Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routine, unusual responses to sensory experiences, and lack of responsiveness to others.

Autism Instructional Size

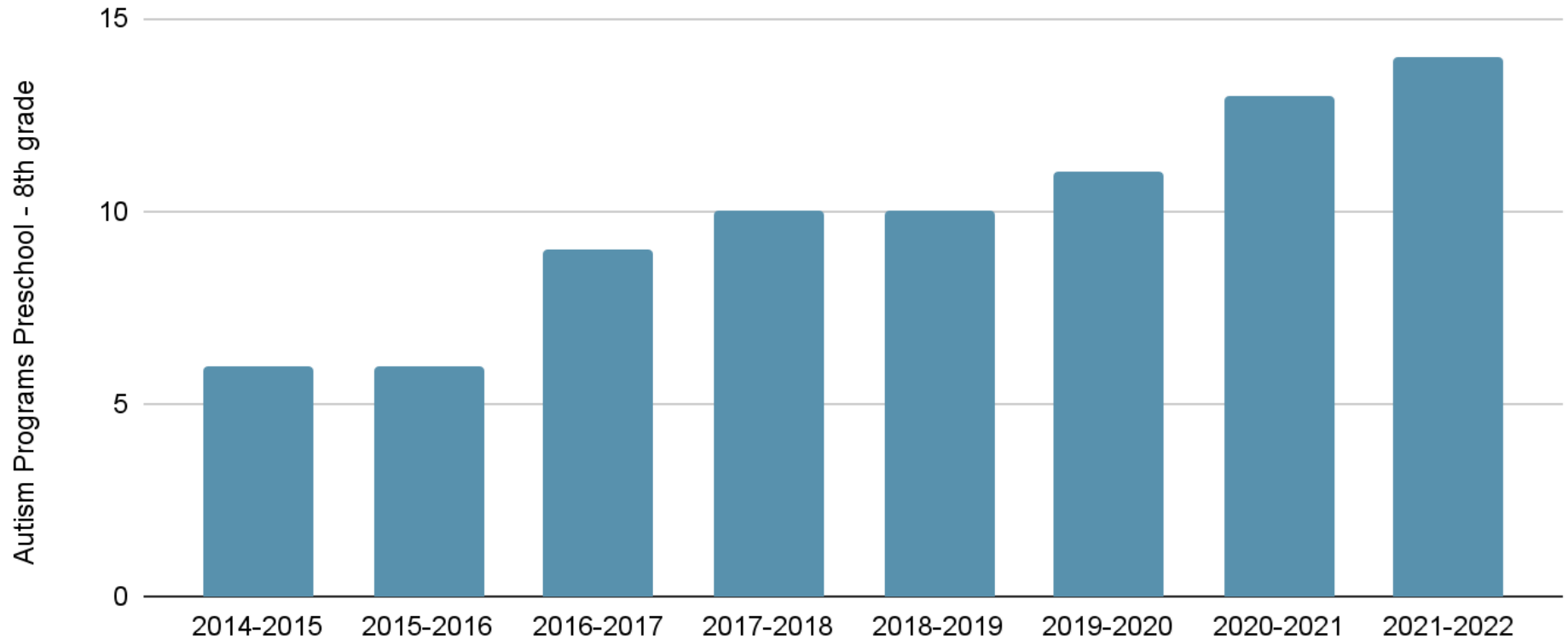
3 students- No Classroom Aide required

4 to 6 - Classroom Aide required

7 to 9 - Two Classroom Aides required
(secondary only)

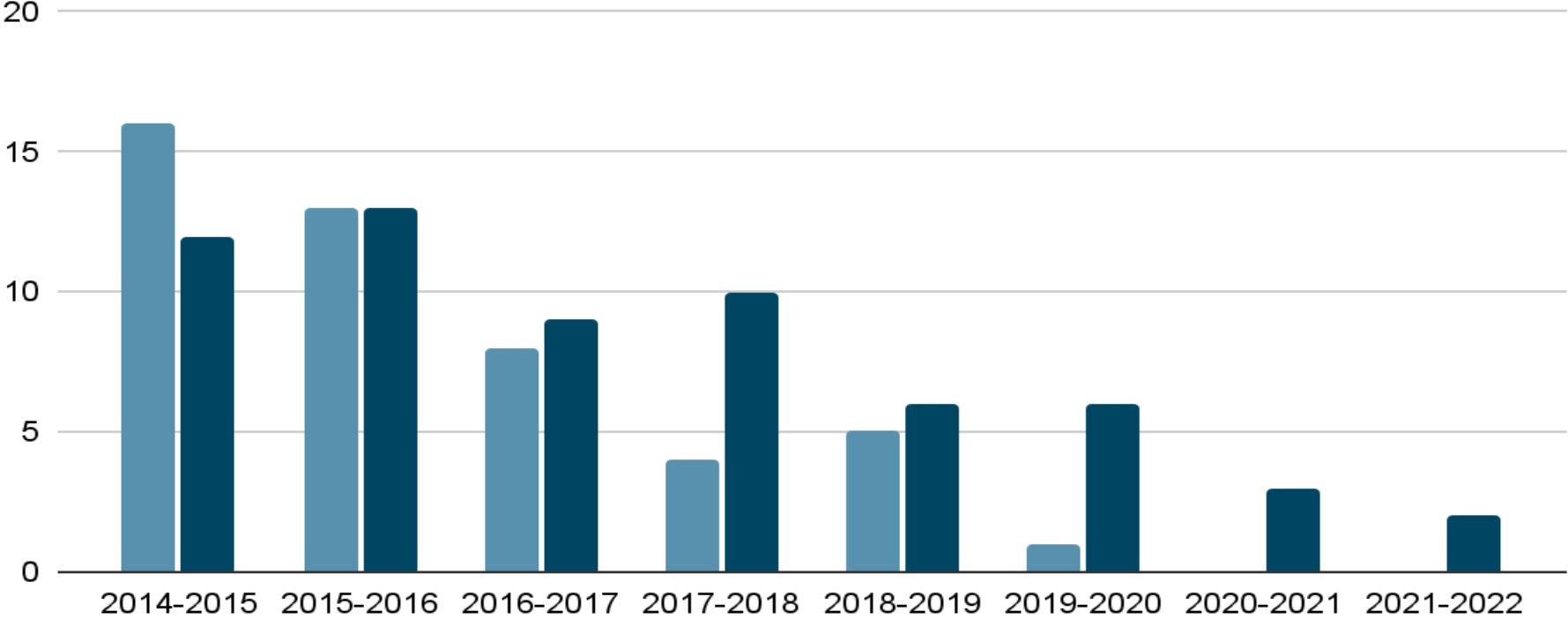
Our Programs Over the Years

Autism Programs Preschool - 8th grade



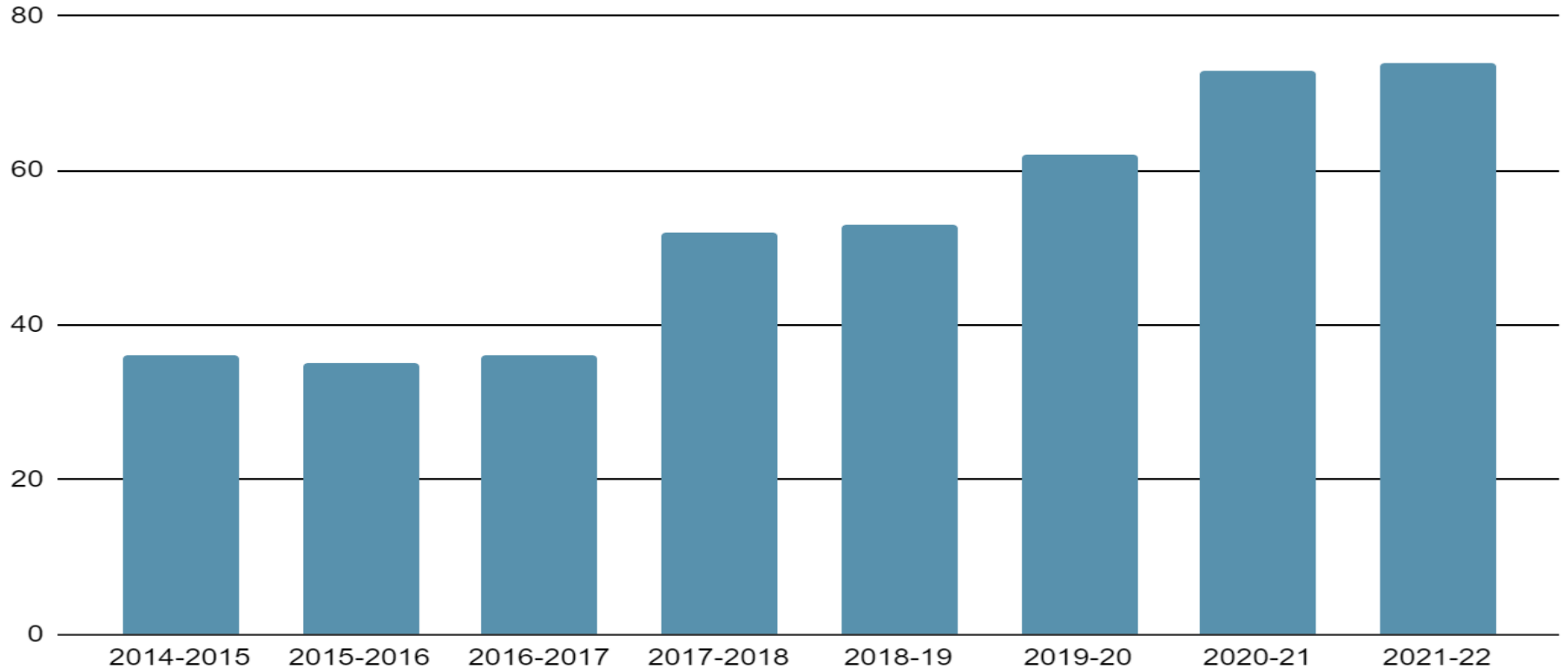
Preschool and School Aged OOD Placement

■ Preschool ■ School Aged



Total Student #s Over the Years

Total Number of Students in AU Programs (Preschool - 8th Grade)



Features of Our Mission in Our Autism Programs

For all students to gain appropriate life skills in order to be able to be independent in their daily lives in school and at home.

For all students to be able to communicate basic wants and needs.

For all students to gain independence in daily living skills.

For our students to experience community involvement and job readiness skills to become productive members of society.

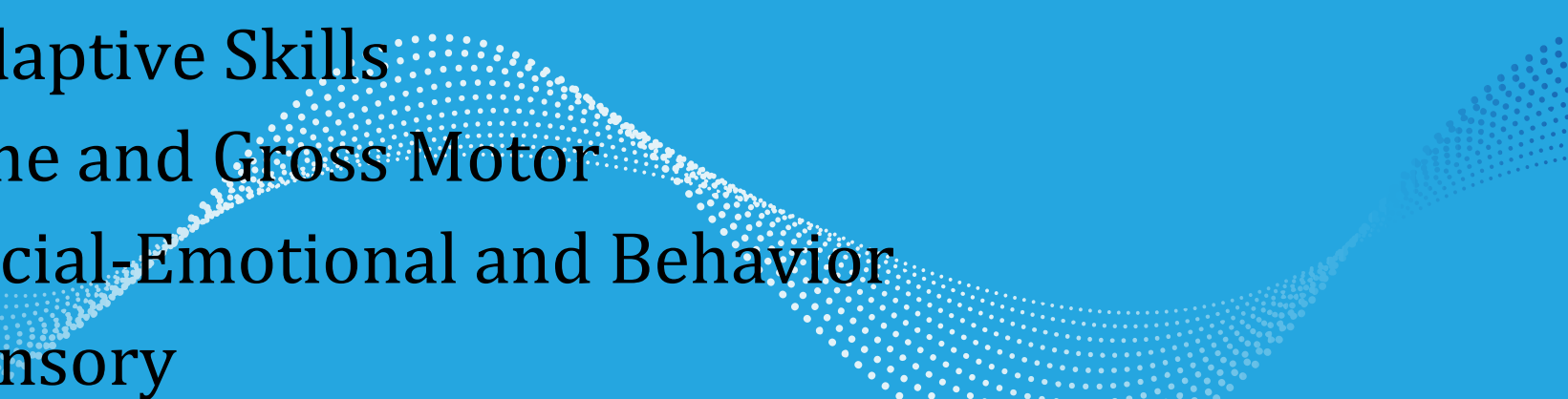
We believe that everyone has a means of communication, whatever that may be. Everyone has independence skills (toileting/feeding/ability to engage in the community).

We will prepare them to be “learners”- whatever that is for each individual child.

We believe that our students will be able to engage

In meaningful activity in their adult lives.

Core Needs of Our Students

- Language
 - Cognitive
 - Activities of Daily Living- self care, toileting, feeding
 - Adaptive Skills
 - Fine and Gross Motor
 - Social-Emotional and Behavior
 - Sensory
- 
- A decorative graphic consisting of a series of white dots arranged in a wavy, horizontal pattern that spans across the bottom half of the slide. The dots are more densely packed in some areas and more sparse in others, creating a sense of movement and depth.

Related Services Needs

- Students can require therapy in the areas of:
 - Speech (daily sessions)
 - Occupational (weekly)
 - Physical (weekly)



At the start of 2015-2016 school year, all Preschool - Second grade Autism programs shifted to Town Center as a consistent pathway for students to receive program & services.

Our Lessons Learned from this Shift...

In joining all of our preschool-second grade Autism programs together, there was a significant and positive change in aligning key aspects across these programs.

Consistency with staffing, resources, professional development, trainings, and overall collaboration has a direct and meaningful impact on our students.



Our Students' Needs Today Across Preschool - 8th

2007

- Verbal
- Able to independently feed, toilet, dress with minimal assistance
- Academic skills scattered
- Social Skills lessons required with didactic instruction
- Stereotypy in terms of language and behavior

2021

- Non-verbal; Use of Augmentative and Alternative Communication
- Unable to feed, toilet, dress independently
- 1:1 or in a dyad for instruction and assessment
- Directly teaching Joint Attention
- Crisis Intervention needed; Elopement
- Sensory Seeking

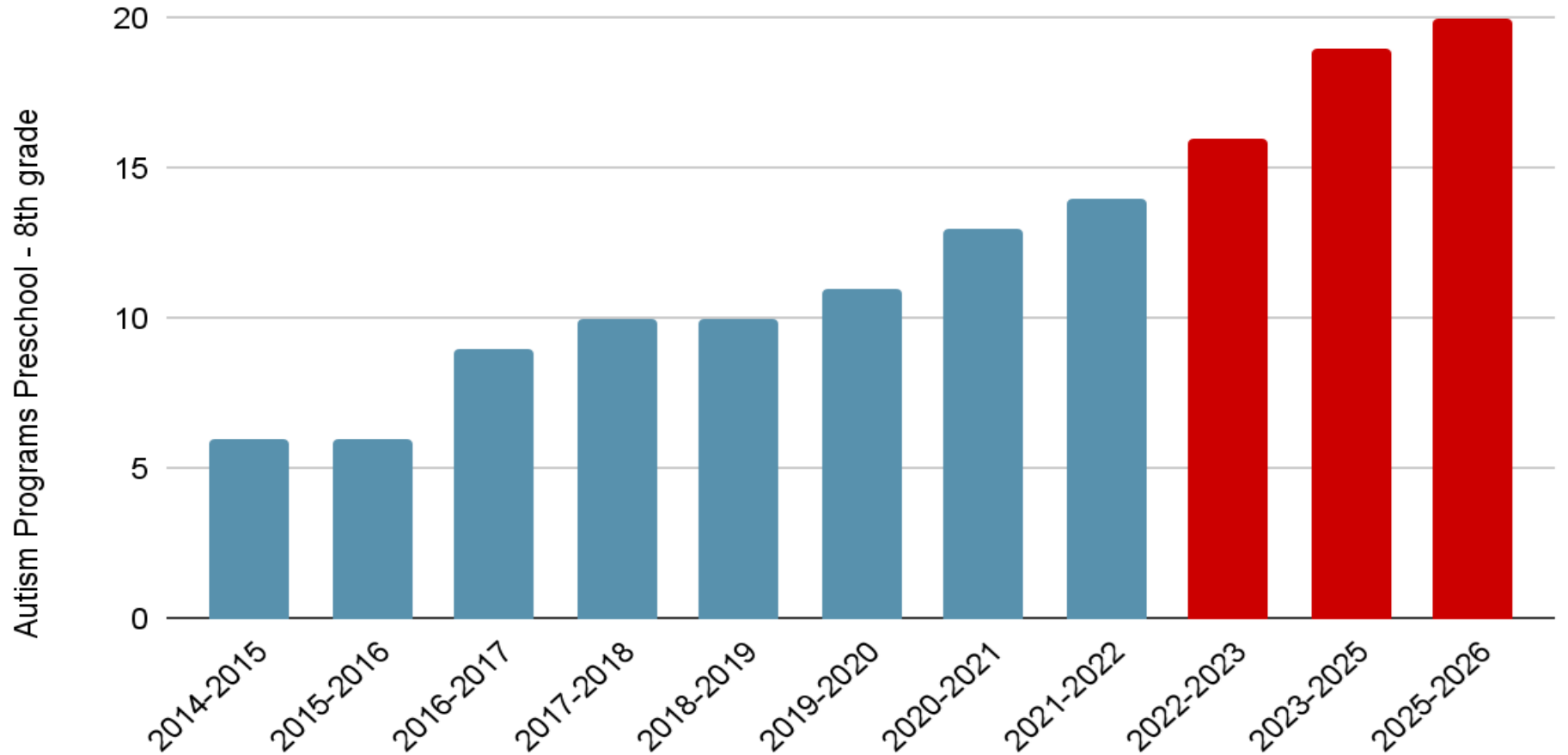
Planning for Our Students in the Future...

We are continuing to grow. In the 2022-23 school year we shall need two additional classes.

By the Fall, we shall be at 16 classrooms at the Preschool - 8th grade level.

By 2026, we anticipate being at 20 classrooms at the Preschool - 8th grade level.

Autism Programs Preschool - 8th grade w/Projected Growth



Recommendation for Board of Education Action

Recommendation

- Given the complex and significant needs of our students, our vision is to create an environment to serve the needs of our students in autism and multiply disabled programs as they transition and develop.
- A key component is for students to have access to a team of professionals in centralized locations which shall be crucial to the students' progress.
- This access and consistency with staffing, resources, professional development, training, and overall collaboration shall have a direct and meaningful impact on our students.

Recommendation

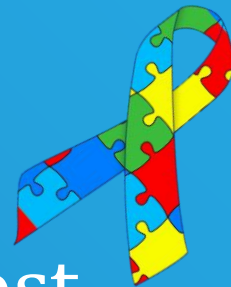
- Over the last few years there has been a significant change that has occurred within our Autism programs.
 - From having some students that are non-verbal, we are now presented with this as the majority.
 - From having some that rely on us for Activities for Daily Living (Self-care, toileting, feeding) are now presented with a majority.
 - From having some crisis intervention, we now have daily crisis intervention needed.
- We must recognize the significant number of students that require Autism programming across the state [remember that 1 in 35] and the capacity that even specialized OOD schools are reaching.

Two Year Phased in Recommendation for 2022 - 2023

- In the 2022 – 2023 school year Town Center Elementary School will become a K-2 school housing all K-1 students previously zoned for Wicoff.
- All 10 Autism Classrooms currently located at Town Center will move to Wicoff.
- Wicoff will become a PK – 6 school for students receiving Autism programming in grades PK- 3 during the 22 – 23 school year.
- Wicoff will retain the current rising 2nd and 3rd graders.
- Millstone River Elementary School – no change in 22-23.

Two Year Phased in Recommendation for 2023 - 2024

- In the 2023 - 2024 school year Town Center Elementary School will become a K-2 school housing all students from Plainsboro.
- Wicoff will become a PK – 6 school for students receiving Autism and Multiply Disabled self-contained programming.
- Millstone River Elementary School – will receive all rising 3rd and 4th grade students from Wicoff in 2022 – 2023 making Millstone River a school for grades 3 - 5.



Providing a quality program for our most disabled students is in line with the Districts mission and vision statement and is in alignment with our district vision of equity, and it is in alignment with the Special Education Program Review.