

Special Services Program Review Update

BOE Presentation

November 2022



Brief Review of the Goals



WW-P Areas of Focus

Special Education Department Program Review

- Program Offerings / Continuum of Services
- Special Education Code NJAC 6A:14 (Monitoring and Compliance)
- Professional Development
- Consistency in Procedure
- Process & Programming, and Articulation Between Schools
- Parent Relations

Organization of Recommendations

Consultants (PCG) grouped their recommendations into three (3) identified areas for growth:

1. Pre-referral, Referral, Eligibility and Child Find
2. Teaching, Learning and Special Education Support
3. Special Education Organization and Personnel & Parent Engagement

10 Recommendations Adopted

1. Disproportionality (1)
2. Engaging in Cultural Sensitivity to Support Families (1)
3. Co-Teaching (2)
4. Monitoring Paraprofessional Data Using Existing Forms (2)
5. Progress Monitoring and Reporting for Specially Designed Instruction (2)

10 Recommendations Adopted (cont'd)

6. Assistive Technology Procedures (2)
7. Special Education Department Standard Operating Procedures (3)
8. English Learners and Recently Arrived Immigrant English Learners (3)
9. Ensuring Parent Awareness of Access to Interpreters (3)
10. Differing Views on Special Education (3)

Pre-referral, Referral, Eligibility and Child Find

Engaging Cultural Sensitivity to Support Families

Goal 1: Provide case managers, CST members, supervisors, I&RS team members, teachers, building administrators, support staff, paraprofessionals, and school counselors with differentiated professional development, relative to their roles, that demonstrates cultural competence when interacting with WW-P families and as they experience the processes in Special Education including but not limited to referral; classifications; academic expectations

Goal 2: Provide professional learning for parents of the district to address educational terminology in a more user friendly format

Pre-referral, Referral, Eligibility and Child Find

Disproportionality

Goal 1: Develop and analyze the risk/ratio calculation on a quarterly basis to maintain and reduce over-representation

Goal 2: Identify supports for students at risk and review the pre-referral intervention and data

Goal 3: Provide a method of onboarding new students to district

Teaching, Learning & Special Education Support

Assistive Technology

Goal 1: Create standard operating procedures around the evaluation, procurement, and maintenance of assistive technology that are accessible to building leaders, teachers, related service providers, and case managers

Teaching, Learning & Special Education Support

Monitoring Paraprofessional Data Using Existing Forms

Goal 1: Convert current “Determining When a Student Requires Paraprofessional Support” paper form to an electronic form and monitor data over time to observe patterns to support student needs; take note of patterns within buildings, programs, disability categories

Goal 2: Develop a similar form to support CSTs in data collection for the purposes of fading paraprofessional support when determined appropriate

Teaching, Learning & Special Education Support

Progress Monitoring and Reporting for Specially Designed Instruction

Goal 1: When appropriate, as determined by the IEP team, include quantifiable data in quarterly IEP progress reports

Co-Teaching Instruction

Goal 1: Study opportunities for co-teaching pairs to have additional planning time

Goal 2: As part of the district's future co-teaching training, ensure that new co-teaching pairs participate

Special Education Organization & Personnel and Parent Engagement

Ensuring Parent Awareness of Access to Interpreters

Goal 1: Ensure families are aware they can have to interpreters

Goal 2: At least annually, special education supervisors review access to interpreters at department meetings early in the year

Goal 3: Provide additional professional development, as needed, for CST members and case managers on supporting interpreter needs of families

Special Education Organization & Personnel and Parent Engagement

Differing Views on Special Education

Goal 1: Address concerns raised by parents with differing views on home/school communication; collaboration; special education eligibility; understanding expectations around continuum; due process; parent input

Standard Operating Procedure Manual

Goal 1: Develop a district wide Special Education Operating Procedures manual; post online manual so processes are transparent to all constituents

Special Education Organization & Personnel and Parent Engagement

English Language Learners/Recently Arrived Immigrant
Language Learners

Goal 1: Support CSTs with the differentiation between disability and
EL effective data use

What's Next??

We will continue our work throughout the year, continuing the work we have begun and adding new action items.

