

SPECIAL SERVICES DEPARTMENT

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INTRODUCTION

The past several Special Services reports have broken down various aspects of the department in an effort to highlight programs and services that meet the diverse learning needs of our student population. Furthermore, in the past, we have provided specific student vignettes to see how these services have actually impacted students across longitudinal case studies. For this report, we wanted to demonstrate how our programs align with the broader district vision and core beliefs as adopted by the Board of Education. As a result, in the following section, we highlight each core belief held by the district and provide examples of services or programmatic aspects from the department that uphold and honor each of these beliefs.

BELIEFS

Each individual has inherent worth.

Our entire department is predicated on the notion of not just honoring but celebrating each child's unique inherent worth and enhancing that innate value through an individually developed system of interventions delivered via a compassionate and collaborative team.

Every individual desires to succeed.

Through each student's IEP, we develop respective Goals and Objectives that allow that student to achieve success. This definition of success can be incredibly broad and may or may not relate to what seem like traditional school goals such as mastering a reading skill. For some of our students being able to point to a picture out of three choices to indicate a desire may be a goal, sitting in a chair for a two minute block of time, or simply making eye contact when their name is called demonstrating name recognition could be a tremendous victory for some of our students. Whatever the goal may be we strive to not only have the child achieve success but to celebrate that success with the child, staff and caregivers.

All people can learn.

The basic underpinning of special education is indeed this simple statement – ALL PEOPLE CAN LEARN. It is our job to differentiate our instruction and to utilize specialized curriculum, related services and technology-based applications to unlock the potential in each child. In doing so we must also conceptualize what it means to learn and set achievable goals that stretch our students to be the best that they can be while at the same time allowing them to make incremental progress that adds up to significant learning gains.

Each person bears the responsibility to work toward the common good of the community.

In this case, I would modify this statement to speak on the good of the individual student (which in turn would benefit the larger community). The special services department is built on shared responsibility as we work with each child to achieve his/her goals. In education in general the concept of team work is critical, however, for this department the collective efforts of professionals working from various specialty areas to meet the varying needs of our students is paramount.

The family is the primary influence in the development of the child.

Parents contribute as equal shareholders to the development of the IEP that drives each child's academic program. The IEP requires parental consent for initial implementation and also requires the parent to agree when creating, revising and modifying aspects of this document that serves as a blueprint for educational services. We view our parents clearly as part of the IEP team and their input and feedback is critical to the development of each student's program.

Shared moral values are essential for the well-being of the individual and the community.

Similar to the concept of working together for the common good, the idea of shared moral values is key to this department. For us, shared value really connects with the other beliefs outlined in this section, most importantly that every child had inherent worth and a desire to succeed. That shared sense of belief is our job, or calling if you will -- to bring out that worth and create success is key to what we do. It creates a sense of urgency, creativity and willingness to push through any roadblock until we reach those goals for all of our students.

The strength of the community is directly related to the strength of our schools.

Developing strong in-district special education programs is a cornerstone of how we can strengthen our community by becoming leaders in meeting the needs of student that require special education instruction and services. In doing this, we strengthen the community by educating parents and even other partnering social service agencies on interventions and strategies to use when working with our students outside of the school setting. Furthermore, through being a leader in the community, we take in neighboring districts students for tuition that helps our local community by bringing in revenue to the school system.

Diversity increases the opportunity for mutual respect and personal growth.

The inclusion model that we continue to evolve and develop in district takes this concept of diversity and creates a win-win situation for both our students with disabilities as well as their general education classmates. Time and again, we have witnessed how the inclusion model validates this belief and allows students to embrace differences and support one another in social, emotional and academic growth.

High expectations and hard work drive individuals and organizations toward excellence.

Every day, we tackle balancing individualized instruction in order to meet students where they are while, at the same time, driving academic rigor. Through the development of specific goals and objectives for each student, we are able to create achievable goals that allow our students to find success. At the same time, we stretch their limits and create opportunity for growth and individual excellence.

The education of the entire population is fundamental to the survival of democracy.

This belief epitomizes the entire field of special education and the fundamental driving principal of the IDEA legislations (Individual with Disabilities Education Act) that stipulates all students are entitled to a free and appropriate education.

Education is a responsibility shared by students, families, school and community.

Again this belief shares a common vision with the entire structure of our department. The IEP team is a collaboration of individuals from varying backgrounds. This can include parents, students, special education teachers, general education teachers, related service professionals, case managers and various community liaisons as shared stakeholders in the development of our students' IEPs and the associated goals and objectives.

Education expands opportunities throughout life.

Ongoing education and transitional services is an area that has received increased attention in our department over the past several years. Creating community partnerships with agencies like the NJ Division of Developmental Disabilities, New Jersey Division of Vocational Rehabilitation Services and the Adult Center for Transition has enabled district staff to link our graduating special education students with post-secondary resources that provide vocational training, support with collegiate course work and employment opportunities.

SPECIAL SERVICES PLACEMENT DATA

OVERALL DISTRICT PLACEMENT DATA

A Five Year Comparison						
<i>Year</i>	<i>Gen Ed With ICS and Resource Center Support</i>	<i>Self-Contained</i>	<i>Out of District</i>	<i>WHS Alt Sch</i>	<i>SC Pre-School Disabled</i>	<i>ICS Pre-School Disabled</i>
2015-2016 (266 students)	131 (49%)	Total: 85 (32%) LD – 57 (21%) MD – 23 (9%) ED - 5 (2%)	27 (10%)	5 (2%)	15 (6%)	3 (1%)
2014-2015 (256 students)	139 (54%)	69 (27%)	29 (11%)	6 (2%)	12 (5%)	1 (1%)
2013-2014 (258 students)	133 (51%)	74 (29%)	33 (12%)	6 (3%)	9 (4%)	3 (1%)
2012-2013 (257 students)	127 (50%)	79 (31%)	33 (12%)	3 (1%)	10 (4%)	5 (2%)
2011-2012 (276 students)	137 (49%)	93 (34%)	30 (11%)	1 (1%)	12 (4%)	3 (1%)

NEW REFERRAL DATA

The following tables highlight the total number of new referrals to the child study team, outcome of those referrals and final placement recommendations. They also include specific individual data on a student by student basis.

Summary of New Referral Data since June 2015 – Feb 2016

<i>Number of New Referrals Since June 2015 – Feb 2016</i>	<i># Completed Evaluations</i>	<i># of Students Classified</i>	<i>% Classified of those tested</i>	<i>Pending Evals</i>
36	31	20	65%	5
Placement Types for those 20 Newly Classified Students				
<i>Reg Ed With Resource Center Support</i>		<i>Self-Contained</i>	<i>SC Pre-School Disabled</i>	<i>Out of District</i>
8 (40%)		4 (20%)	7 (35%)	1 (5%)

NEW REFERRALS JULY 2015 – FEB 2016

Student SID	School	Ethnicity	Grade	Reason for Referral	Outcome
9250404593	WE	AA	PS	Developmental Delays	Preschool Disabled/Self-Contained
7367479234	Evergreen	AA	PS	Developmental Delays	Preschool Disabled/Self-Contained
6307224425	WE	Hispanic	PS	Developmental Delays	Preschool Disabled/Self-Contained
3886641064	Walnut	White	PS	Developmental Delays	Preschool Disabled/Out of District
6737393124	West End	White	PS	Developmental Delays	Preschool Disabled/Self-Contained
2570542467	Walnut	White	PS	Developmental Delays	Preschool Disabled/Self-Contained
7236773146	Evergreen	Hispanic	PS	Developmental Delays	Preschool Disabled/Self-Contained
5601272962	Evergreen	Hispanic	PS	Developmental Delays	Preschool Disabled/Self-Contained
5545050146	High School	AA	6	Developmental Delays	Found Not Eligible
6392875459	High School	AA	4	Behavioral Issues	Emotionally Disturbed/Self-Contained
1921336500	Evergreen	White	5	Behavioral Issues	Found Not Eligible
5712875674	Evergreen	Hispanic	4	Academic	Found Not Eligible
4609103931	Walnut	White	1	Academic	Found Not Eligible
8984816540	Evergreen	AA	5	Academic	Communication Impaired/Resource Center
3210428076	West End	AA	3	Academic	Found Not Eligible
2299221323	West End	AA	3	Academic	Specific Learning Disabled/Resource Center
3911769370	Evergreen	AA	1	Behavioral Issues	Other Health Impaired/Self-Contained
9981983209	West End	AA	1	Behavioral/Academic	Multiply Disabled/Resource Center
9385257879	High School	AA	9	Academic	Cognitively Impaired-Mild/Resource Center
4982607396	Evergreen	AA	3	Academic	Communication Impaired/Resource Center
8043290305	West End	White	4	Academic	Found Not Eligible
7995812707	West End	AA	2	Academic	Found Not Eligible
9255481920	West End	White	5	Academic	Found Not Eligible
9520990697	Walnut	Multi	2	Academic	Multiply Disabled/Self-Contained
9117188684	West End	White	5	Academic	Specific Learning Disabled/Resource Center
9380482192	Walnut	White	3	Academic	Specific Learning Disabled/Resource Center
3469710025	High School	Hispanic	9	Academic	Found Not Eligible
4381748409	High School	AA	7	Behavioral Issues	Found Not Eligible
6067039136	Evergreen	AA	3	Academic	Specific Learning Disabled/Resource Center
5264734422	Evergreen	AA	2	Academic	Found Not Eligible
2318891987	High School	White	7	Behavioral	Emotionally Disturbed/Alternative School
9699185722	High School	Multi	6	Academic	Pending
5828493121	High School	Multi	6	Academic	Pending
7475019937	High School	AA	10	Academic	Pending
6902177851	Evergreen	AA	PS	Early Intervention	Pending
4413380864	West End	AA	PS	Developmental Delays	Pending