Flemington-Raritan Regional School District

Special Services and Preschool Department Highlights

February 13, 2025

A Focus on Achievement
Align with Strategic Plan Goal #1

Goal #1 of the District Strategic Plan encompasses *all* students including special education students. Although not limited to standardized test scores, this goal's priority is to evidence student achievement and to identify the interventions and instructional strategies to support academic growth. Further, this goal encompasses the necessity of a collaborative approach, targeted professional development and forums for data analysis and alignment to student's IEP goals and objectives.

A Focus on Inclusion
Align with Strategic Plan Goal #1 & #3

Essential Question	Indicator	2021 Results	Local 22 Results (%)	Desired Outcome	State Target (%)	Difference (%)	Trend/Slipage	Outcome
LRE	Indicator 5a: School-age LRE ≥ 80%	42.65	46.99	≥	45.50	1.49	4.34	Met Target
LRE	Indicator 5b: School-age LRE < 40%	5.88	6.71	≤	14.50	-7.79	0.83	Met Target
LRE	Indicator 5c: School-age LRE Separate Programs/ Schools	1.84	2.24	≤	6.50	-4.26	-0.40	Met Target
LRE	Indicator 6b: Preschool LRE Separate Setting	55.88	17.78	≤	38.25	-20.47		Met Target
LRE	Indicator 6c: Preschool LRE Home	0.00	0.00	≤	0.18	-0.18		Met Target

Flemington-Raritan Regional School District continues to meet state target for Inclusion (LRE Least Restrictive Environment)

Inclusion Growth Areas:

- Creative **master scheduling** to allow for co-teaching classrooms.

- Increase **professional development** in the area of **Universal Design for Learning (UDL)** to proactively support students in the general education setting.

- Invested in training staff in **multisensory programs (Wilson & Sonday)** in order for students to receive intense support in the area of need, while simultaneously participating in a general education program.

- Aligning p**ersonnel to areas of expertise (i.e. autism)**to focus on building high quality programs to ensure student achievement

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Dynamic Learning Map (DLM)

Dynamic Learning Maps (DLM) Alternate Assessment System tests academic achievement in English language arts (reading and writing), math, and/or science. This assessment is designed for students with many types of significant cognitive disabilities and is an alternative to the traditional state assessment, NJSLA.

Area	Essential Element	Estimated Mastery Level				
		1 (Initial Precursor)	2 (Distal Precursor)	3 (Proximal Precursor)	4 (Target)	5 (Successor)
ELA.C1.1	ELA.EE.RL.3.1	Attend to object characteristics	Identify familiar people, objects, places, or events	Answer who and what questions about details in a familiar text	Answer who and what questions about story details	Answer wh- questions about story details
ELA.C1.1	ELA.EE.RL.3.3	Identify feeling states within yourself	Identify feeling words	Identify character feelings in a familiar story	Identify character feelings	Relate character feelings to actions
ELA.C1.1	ELA.EE.RI.3.2	Seek absent objects	Attend to object characteristics	Identify illustrations for a familiar text	Identify a concrete detail in an informational text	Identify explicit details in informational texts
ELA.C1.1	ELA.EE.RI.3.3	Identify a forward sequence in a familiar routine	Identify actions in familiar routines	Identify events in a familiar informational text	Determine which event comes first	Identify temporal information or events
ELA.C1.2	ELA.EE.RL.3.4	Attend to object characteristics	Understand names for absent objects and people	Identify real-world uses of words	Identify words or phrases to complete a literal sentence	Identify the meaning of an unambiguous word

Levels mastered this year | No evidence of mastery on this Essential Element | Essential Element not tested

During the 2024-2025 School Year **40 out of 2,159 FRSD students**, inclusive of our out of district students, will be assessed using the DLM. Therefore **2.0%** of our district population is provided an alternative assessment.

Dynamic Learning Map (DLM)

District Results 2023-2024

Grade	Subject	Number of Students Tested	Emerging	Approaching Target	At Target	Advanced	At Target or Advanced
3	English Language Arts	10	4	1	5	0	50%
	Mathematics	10	6	1	3	0	30%
4	English Language Arts	5	3	1	1	0	20%
	Mathematics	5	1	1	1	2	60%
6	English Language Arts	2	0	1	1	0	50%
	Mathematics	2	0	2	0	0	0%
7	English Language Arts	2	0	2	0	0	0%
	Mathematics	2	1	1	0	0	0%
8	English Language Arts	3	0	3	0	0	0%
	Mathematics	3	0	3	0	0	0%
	Science	3	0	3	0	0	0%

Action Steps:
- Annually participation criteria is reviewed, and eligibility to participate in the DLM is determined.
- Parents are informed in the development of their child's IEP and their achievement measured on alternative standards.
- Department data dives (ABA and LLDS) are conducted to review student's individualized results and if needed, IEP programs are adjusted

Special Services Spotlight ~ NJDOE

3 Part Series ~ Autism

New Jersey Department of Education

Lessons from the Field

APQI-R Part 1: Building a Strong Foundation-Assembling Your APQI-R Implementation Team

Today's Panelists

Office of Special Education

Autism Program Quality Indicators-Revised

The Autism Program Quality Indicators (APQI-R) are a set of guidelines designed to help educational programs assess and enhance the quality of services provided to students with Autism Spectrum Disorder (ASD). These indicators serve as a framework for evaluating key components such as curriculum, personnel qualifications, and collaborative practices. The primary purpose of APQI-R is to ensure that programs are effectively meeting the educational and developmental needs of students with ASD, promoting consistent and high-quality educational experiences across various settings.

Program Considerations

34 components across 8 indicators

- Program Characteristics
- Educational Environment
- Personnel
- **Curriculum**
- Instructional Methods
- Family Engagement
- Community Collaboration
- Program Evaluation

Student Considerations

26 components across 6 indicators

- Individualized Student Assessments
- **Individualized Education Program (IEP)**
- Challenging Behaviors
- Program Options
- Program Transitions
- Individual Progress Review and Monitoring

Score Card & Next Steps

	Fully Implemented	Partially Implemented	Not Implemented
Jan 24	9	11	39
Oct 24	10	19	30

2024 Goal: Curriculum & IEP

A Focus on Growth
Align with Strategic Plan Goal #1

WILSON® Reading System

INTENSIVE INTERVENTION | TIER 3

Wilson Reading System (WRS) is the flagship program of Wilson Language Training® and the foundation of all other Wilson® programs. The Tier 3 Structured Literacy program is based on phonological-coding research and Orton-Gillingham principles.

- Since 2022, the Special Service Department has invested training and funding into the Wilson Reading System. Currently, there are **six special education teaching** staff that are trained to provide this intervention.
- **18 students** district wide are currently receiving this instruction in addition to their special education programming.
- Average NWEA achievement growth of this population from Fall 2024 through Winter 2025 **7%.**

A Focus on Mental Health
Align with Strategic Plan Goal #2

Leveraging Community Resources and **Accessing Staff Expertise**

- **The Front Porch Voluntary Forums**
  (September's Topic/Presenters: Universal Supports for Behavior, Behaviorists) Tiered Pathways of Support

- **Professional Development Topics**
  Supporting Students with **School Anxiety** and **Refusal**, Cornerstone Day School
  Variety of **self-care workshops** for staff including presentations by local physicians (Dr. Hartigan/Pelvic health, Dr. Bentley and Dr. Siddiqui/Pain Management)

- **Therapy Dogs** throughout the District

Community Partnerships

- **YOU MATTER (Toiletries, Backpacks/School Supplies, Detergent)** and **Website Resources**
- **Whole Child Fair (Save the Date: 4/8/25)**

Preschool Instruction and Assessment Align with Strategic Plan Goal #1

Action Steps:

- **Comprehensive review of student developmental data** using State approved Tools of the Mind Curriculum and Teaching Strategies GOLD assessment platform.

- Established Early Screening Inventory-Third Edition (ESI-3) developmental screening process and **implementation of the Preschool Intervention and Referral procedures.**

- **Comprehensive review of high quality preschool programming** through state approved performance based assessment, the Early Childhood Environment Rating Scale-3 (ECERS-3)and Teaching Pyramid Observation Tool (TPOT).

- **Scaffolded professional learning between all preschool teachers** focused on supporting developmentally appropriate practices, supporting multilingual learners and curriculum and assessment implementation and fidelity.
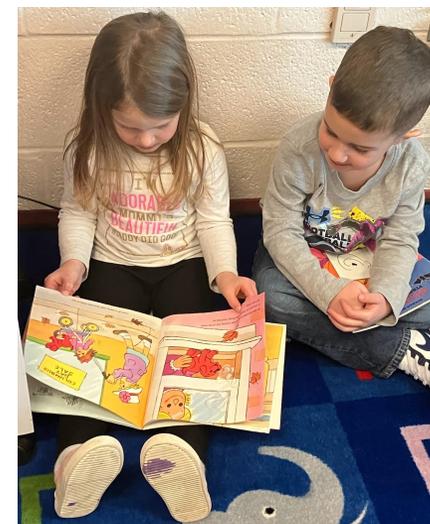
Preschool Instruction and Assessment Align with Strategic Plan Goal #1

Action Steps:

- Established Early Screening Inventory-Third Edition (ESI-3) developmental screening process and implementation of the Preschool Intervention and Referral procedures.

- Comprehensive review of high quality preschool programming through state approved performance based assessment, **the Teaching Pyramid Observation Tool (TPOT). (2.5 hour observation on every preschool classroom).**

Early Screening Inventory-3 Data				
ESI·3 Age Range	Scored OK	Scored Rescreen initially then scored OK after 4-6 weeks in program	Scored Refer	Scored Rescreen initially then scored ReScreen again after 4-6 weeks in program
Students Ages 3:0 - 4:5	81	11	7	0
Students Ages 4:6 - 5:11	32	1	2	2
Student Totals	113	12	9	2

Preschool Instruction and Assessment Align with Strategic Plan Goal #1

Action Steps:

- Comprehensive review of student developmental data using State approved Tools of the Mind Curriculum and Teaching Strategies GOLD assessment platform.

- Comprehensive review of high quality preschool programming through state approved performance based assessment, the Early Childhood Environment Rating Scale-3 (ECERS). (3 hour observation on every classroom).

All curriculum and assessment implementation, reliability and data align with the mandated New Jersey Department of Preschool code, implementation guidelines and the Grow New Jersey Kids Early Childhood Program Assessment Tool.

Objective 8 Listens to and understands increasingly complex language

Preschool Instruction and Assessment Align with Strategic Plan Goal #1

Professional Development Focus:

- Tools of the Mind Curriculum Fidelity

- The Pyramid Model

- Supporting Multilingual Learners with the Tools of the Mind Curriculum

- Implementing Literacy and Math Skills into Make Believe Play Centers

- Getting Started and Continued Implementation of Teaching Strategies GOLD Assessment

The Early Childhood Leadership Institute: Supporting the Preschool through Grade 3 Continuum

All professional development opportunities align with the mandated New Jersey Department of Preschool professional development and PLC guidance and the Grow New Jersey Kids Early Childhood Program Assessment Tool.

Special Services and Preschool Spotlights

THE WHOLE CHILD FAIR

APRIL 8, 2025

FREE...

Dental Resources

Food

LIBRARY CARD

Applications

Puppy Kisses

Mental Health Resources and Fidget toys

Kids Crafts

Childrens books

TICKET

& the Opportunity to win raffle baskets donated by our community vendors :)

"Ben Pollack's Journey"

Ben Po

Student Success!

2025 Women's Conference Proposal Acceptance

Forums for Staff and Leader Collaboration
Strengthening a Community of Care and Support

★ **1:1s**
★ **Front Porch**
★ **Refine/Reflect**

2025 Preschool Inclusion Leadership Conference

PRESENTERS

FRSD and Preschool Expansion, The Impact on Inclusion