

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 \geq 80%	42.65	46.99	\geq	45.50	1.49	4.34	Met Target
LRE	Indicator 5b: School-age LRE $<$ 40%	5.88	6.71	\leq	14.50	-7.79	0.83	Met Target
LRE	Indicator 5c: School-age LRE Separate Programs/ Schools	1.84	2.24	\leq	6.50	-4.26	-0.40	Met Target
LRE	Indicator 6b: Preschool LRE Separate Setting	55.88	17.78	\leq	38.25	-20.47		Met Target
LRE	Indicator 6c: Preschool LRE Home	0.00	0.00	\leq	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 & Sondag)** in order for students to receive intense support in the area of need, while simultaneously participating in a general education program.
- Aligning **personnel to areas of expertise (i.e. autism)** to focus on building high quality programs to ensure student achievement

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

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.

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

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



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)**

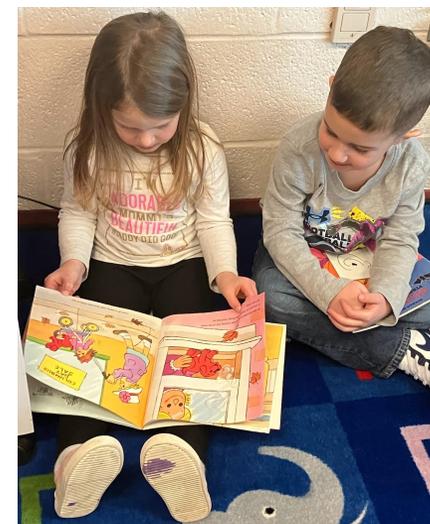




Preschool Instruction and Assessment Align with Strategic Plan Goal #1

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

ESI-3 Early Screening Inventory THIRD EDITION
Meisels, Marsden, Henderson, and Wiske

Child's name: _____ M F
 Examiner's name: _____
 School: _____ Teacher: _____
 Parent Questionnaire completed? Yes No
 For detailed administration directions, consult the ESI-3 Examiner's Manual.

Calculation of Child's Age

Year	Month	Day
Test Date		
Birth Date		
Age		

I-A Block Building

1. Tower
 Put 9 blocks on the child's construction paper.
Here are some blocks for us to play with. Let's build a tower.
See how high you can make it go. Use all the blocks.
 If the child hesitates, start building with 2 or 3 of the blocks to encourage the child to start building. Then, take your structure apart and give all the blocks to the child.
 If the child does not build a tower using all 9 blocks on the first try, give the child a second trial by saying,
Try again.

Visual-Motor/Adaptive
 9-block tower remains standing; do not penalize for poor alignment

1	0	No Response
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2a. Bridge From Model (Model Built Behind a Screen)
Now I'm going to build a bridge.
 Position the screen so the child cannot see what you are doing. Build the bridge behind it, and then remove the screen.
Take a good look at this one.
 Leave the model in plain view. Put 3 blocks on the child's construction paper.
Now you make one just like mine.
 When the child seems finished, say,
Are you finished?
 Score the item when the child seems satisfied.
 If the child scores 0 points or does not respond, go to Item 2b.

Visual-Motor/Adaptive
 Bridge with gap wide enough for pencil to pass through

2	0	No Response
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2b. Bridge by Imitation (Model Built Without a Screen)
 Take your bridge model apart, and remove the child's blocks.
Watch how I make this one.
 On your construction paper, build the bridge again, without using the screen. Leave the model standing.
 Put 3 blocks on the child's construction paper.
Now you make one just like mine.
 When the child seems finished, say,
Are you finished?
 Score the item when the child seems satisfied.
 If the child scores 0 points or does not respond, go to I-B Copy Forms.

Visual-Motor/Adaptive
 Bridge with gap wide enough for pencil to pass through

1	0	No Response
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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

a. Comprehends language

Not Yet	1	2	3	4	5	6	7	8	9
		Shows an interest in the speech of others <ul style="list-style-type: none"> • Turns head toward people who are talking • Recognizes familiar voice before the adult enters the room • Looks at favorite toy when adult labels and points to it • Responds to own name 		Identifies familiar people, animals, and objects when prompted <ul style="list-style-type: none"> • Picks up cup when asked, "Where's your cup?" • Goes to sink when told to wash hands • Touches body parts while singing "Head, Shoulders, Knees, and Toes." 		Responds appropriately to specific vocabulary and simple statements, questions, and stories <ul style="list-style-type: none"> • Finds his favorite illustration in a storybook when asked • Listens to friend tell about cut finger and then goes to the dramatic play area to get a Band-Aid® • Responds using gestures to compare the sizes of the three leaves 		Responds appropriately to complex statements, questions, vocabulary, and stories <ul style="list-style-type: none"> • Answers appropriately when asked, "How do you think the car would move if it had square wheels?" • Builds on ideas about how to fix the broken wagon • Acts out the life cycle of a butterfly after the teacher reads a story about it 	

b. Follows directions

Not Yet	1	2	3	4	5	6	7	8	9
		Responds to simple verbal requests accompanied by gestures or tone of voice <ul style="list-style-type: none"> • Waves when mother says, "Wave bye-bye," as she waves her hand • Covers eyes when adult prompts, "Where's Lucy?" • Drops toy when teacher extends hand and says, "Please give it to me." 		Follows simple requests not accompanied by gestures <ul style="list-style-type: none"> • Throws trash in can when asked, "Will you please throw this away?" • Puts the balls in the basket when told, "Put all the balls in the basket, please." • Goes to cubby when teacher says, "It's time to put coats on to go outside." 		Follows directions of two or more steps that relate to familiar objects and experiences <ul style="list-style-type: none"> • Washes and dries hands after being reminded about the hand-washing sequence • Completes a sequence of tasks, "Get the book bin and put it on the table. Then bring the paper and crayons." 		Follows detailed, instructional, multistep directions <ul style="list-style-type: none"> • Follows instructions for navigating a new computer program • Follows teacher's guidance: "To feed the fish, first get the fish flakes. Open the jar and sprinkle a pinch of food on the water. Finally, put the lid on the jar and put it back on the shelf." 	





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



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

