



LSHSA

December 7, 2021

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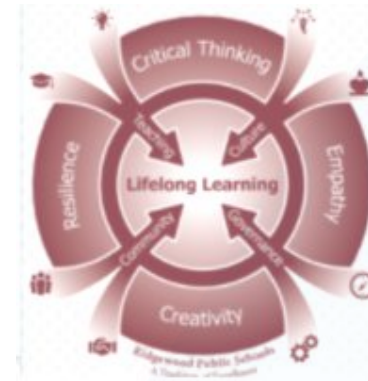
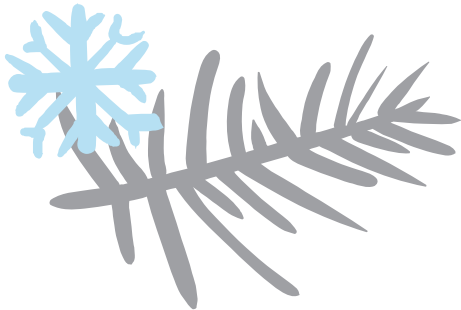
Ms. Christie A. DeAraujo, Multisensory Reading Instructor/Staff Developer

Ms. Melissa Finucane, Special Educator



Agenda

1. Year to Date: District-wide to Student-Centered
2. Special Ed Grants & Investments
3. Linkit & Reading Supports



RIDGEWOOD PUBLIC SCHOOLS

The Ridgewood Public Schools, committed to a tradition of excellence and innovation, in partnership with the community, provide a rich and challenging learning environment, enabling students to maximize their unique potential to become lifelong learners and productive, responsible citizens.

2021-22 School Year ❄️



District-wide

SEL

Assessment
Instruction

Data Collection/Progress Monitoring

Special Education

SEL

Baseline IEP Review
Specialized Instruction

Data Collection/Progress Monitoring



SPO Goals



Social Emotional Learning (SEL)

Preparing and sustaining a healthy learning environment

Compliance

Adhering to the IEP, 504, and I&RS Plans

Inclusion

Supporting Inclusive Options & Initiatives

Fidelity of Programming

Ensuring the consistency of instruction within programs, throughout the district

Assessment & Curriculum

Providing support of current curriculum and specialized instruction as well as including additional curriculum tools to support student learning



Special Ed Grants & Investments

Grant Allocations

IDEA Entitlement Grant

ARP IDEA

NJ CARES ACT

ESSERS I, II, III

ARP ESSER

NJIETA Grants



ESSER I

Coronavirus Aid, Relief, and Economic Security
(CARES) Act



ARP ESSER

American Rescue Plan (ARP) Act



ESSER II

Coronavirus Response and Relief Supplemental
Appropriations (CRRSA) Act



Special Education Funding: IDEA & ARP IDEA

Not fully funded – Sources come from Federal, State, Local, & Other Revenue (ie, Tuition into District)
In addition to SPO Budget

IDEA Basic/Preschool

All Basic and Preschool funds allocated are used toward tuition payments for special education students in out-of-district placements.

***Provisions for Law S3434 during the 2020-21, 2021-22, or 2022-23 school years**

ARP IDEA (additional IDEA funding through American Rescue Plan)

The ARP IDEA Basic funds will be used to provide additional Instructional and Academic Support

This includes direct instruction support and instructional supplies

Teachers – Additional Teacher support in our most restrictive programs (BF, GW, PEARL, RISE, STEPPS/RHS)

Additional Agency based Behavioral Support & Inclusion Specialist

Instructional Tools – Newsela, Everyday Speech, Boardmaker, BoomCards, Read Naturally

ARP IDEA Preschool funding will be used to add an additional preschool special education aide, and additional instructional materials needed if they cannot be reused due to pandemic protocols



Special Education Funding: Title III, ESSER II & ARP ESSER III



Title III (ESL)

Additional Evaluation tools to better identify cultural language differences vs disabilities. This aligns with Special Ed, NJTSS, & DEI initiatives

ESSER II

Continuation of contracts with Social Worker, Counselors and agency based Mental Health Evaluators as needed to provide evaluations and additional crisis intervention services in response to the needs of school avoidant students whose attendance and learning have suffered due to the Covid-19 pandemic.

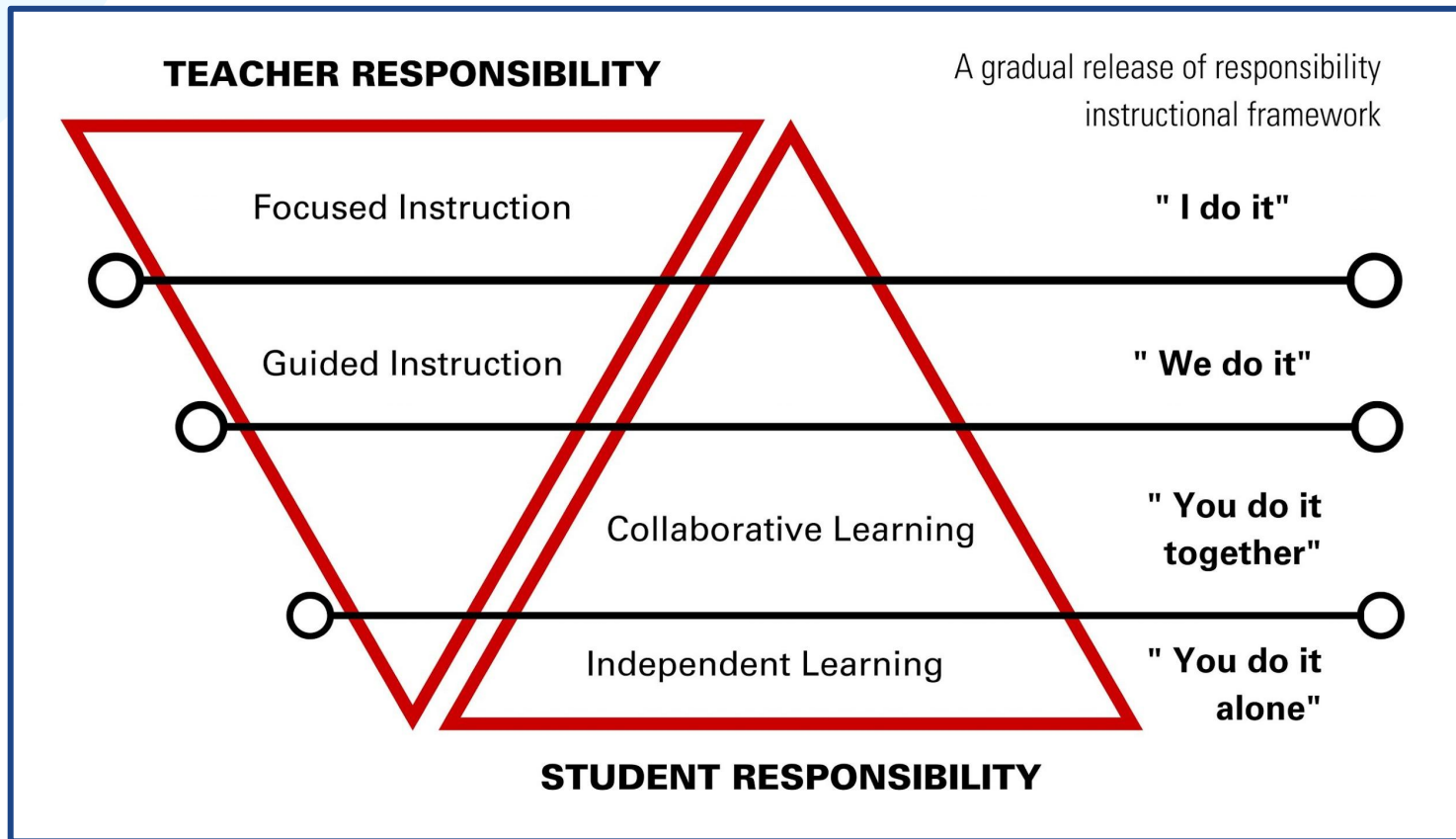
American Rescue Plan ESSER III

Extended Day Program, Instructional Supplies, Personnel

A districtwide Evidence-Based Comprehensive Beyond the School Day tutoring program will be provided. The program will include \$15,555 per school for two years of extended day programming to support student learning acceleration. We will also use funds to purchase Instructional supplies to support our extended day program. Combined with ESSER II for the preschool and CST counseling support described above



District-Wide ELA Instruction: Gradual Release Model



ELA Instructional Moves to Target Student Needs

Scaffolded Instruction

Interactive Read-Aloud
Modeled Writing

Shared Reading
Shared/Interactive Writing

Independent Reading
Independent Writing

Multisensory Instruction



Explicit Strategy Instruction

- ☐ Minilessons
- ☐ Conferring/Small Groups
- ☐ Guided Reading



District-Wide K-5 ELA Assessment



- Foundational Assessments
 - Letter and Letter Sound Identification
 - Phonological Awareness
 - Nonsense Word Fluency
 - Reading High-Frequency Words
- *Fountas and Pinnell* Benchmark Reading Assessment
- *Linkit* Benchmark Reading Assessment
- Reading/Writing Unit Assessments
- Word Study Spelling Inventories



What does this mean for special education?

- Through the evaluation process, specific goals and objectives have been identified to meet your child's specific learning profile
- An initial plan is developed with regard to these skill specific needs
- Formal data (benchmark assessments) is collected and reviewed at regular intervals to inform the decision making process
- Functional progress monitoring data is also collected to drive daily instruction and pivot, when necessary
 - This information is then compiled into the Progress Monitoring reports available for review through Realtime



Benchmark Special Education Assessments

Special Education Reading Assessment Form Grade 2

Name: _____ D.O.B. _____

Grade/Teacher: _____ Evaluator: _____

Assessment	Date:	Date:	Date:
TOWRE 2 Sight Word Efficiency	SS: %ile: (Form B)	SS: %ile: (Form C)	SS: %ile: (Form D)
TOWRE 2 Phonemic Decoding Efficiency	SS: %ile: (Form B)	SS: %ile: (Form C)	SS: %ile: (Form D)
Gray Silent Reading Test (Begin at 7 yrs 0 months)	SS: %ile: (Form A)		SS: %ile: (Form B)
PAL II Syllables	SS: %ile:	SS: %ile:	SS: %ile:
PAL II Phonemes	SS: %ile:	SS: %ile:	SS: %ile:
DIBELS Next- Oral Reading Fluency (Median Scores) (1 minute)	WCPM: Errors per min: Accuracy (%): Level:	WCPM: Errors per min: Accuracy (%): Level:	WCPM: Errors per min: Accuracy (%): Level:
F&P	Level: Accuracy: Fluency: Comp: WCPM:	Level: Accuracy: Fluency: Comp: WCPM:	Level: Accuracy: Fluency: Comp: WCPM:

Special Education Reading Assessment Form Grade 5

Name: _____ D.O.B. _____

Grade/Teacher: _____ Evaluator: _____

Assessment	Date:	Date:	Date:
TOWRE 2 Sight Word Efficiency	SS: %ile: (Form B)	SS: %ile: (Form C)	SS: %ile: (Form D)
TOWRE 2 Phonemic Decoding Efficiency	SS: %ile: (Form B)	SS: %ile: (Form C)	SS: %ile: (Form D)
Gray Silent Reading Test	SS: %ile: (Form A)		SS: %ile: (Form B)
PAL II Sentence Sense	SS: %ile:	SS: %ile:	SS: %ile:
PAL II Morphological Decoding Fluency	Accuracy SS: Accuracy %ile: Fluency SS: Fluency %ile:	Accuracy SS: Accuracy %ile: Fluency SS: Fluency %ile:	Accuracy SS: Accuracy %ile: Fluency SS: Fluency %ile:
DIBELS Next- Oral Reading Fluency (Median Scores) (1 minute)	WCPM: Errors per min: Accuracy (%): Level:	WCPM: Errors per min: Accuracy (%): Level:	WCPM: Errors per min: Accuracy (%): Level:
DIBELS Next- Daze (Grade 5) (1 minute)	Adjusted Score: Level:	Adjusted Score: Level:	Adjusted Score: Level:
F&P	Level: Accuracy: Fluency: Comp: WCPM:	Level: Accuracy: Fluency: Comp: WCPM:	Level: Accuracy: Fluency: Comp: WCPM:

What does this mean for Special Ed Instruction?

DIBELS Next- Oral Reading Fluency	Words Correct: 55 Well below benchmark Accuracy: 89% Well below benchmark
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F&P	Instructional Level: P Accuracy: below 95% Fluency: 1 Comp: 7/9 WCPM: 63 (10th %tile)	Independent Level: O Accuracy: 98% Fluency: 2 Comp: 8/9 WCPM: 70 (25th-50th %tile)
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TOWRE 2 Sight Word Efficiency	SS: 75 %ile: 5% (50) (Form B)
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High Frequency Words	Reading: 72% Spelling: 83%
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Goal: By the end of this IEP, the student will read just right leveled text with a reading rate of 105 wpm (25th %ile for spring) in 4 out of 5 trials as measured by running records.

- Objective: By the end of the first marking period, the student will read just right leveled text with a reading rate of 75 wpm in 4 out of 5 trials as measured by running records.



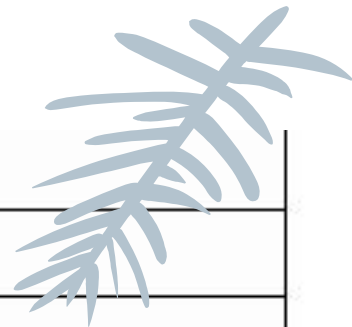


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Here's a sample



10/7	P	67
10/14	P	71
10/21	P	72
10/28	P	75
11/2	P	74
11/9	P	75
11/16	P	75
11/18	P	76



Benchmark Special Education Assessments

Special Education Multisensory Reading Assessment Form

Name: _____ D.O.B. _____

Grade/Teacher: _____ Evaluator: _____

Assessment	Date:	Date:	Date:
GE Test of Coding	See attached	See attached	See attached
Phonological Awareness Profile	See attached	See attached	See attached
TOWRE 2 Sight Word Efficiency	SS: %ile: (Form B)	SS: %ile: (Form C)	SS: %ile: (Form D)
TOWRE 2 Phonemic Decoding Efficiency	SS: %ile: (Form B)	SS: %ile: (Form C)	SS: %ile: (Form D)

Multisensory Reading in Special Education

Targeted instruction in basic reading and spelling skills through a multisensory structured-language approach:

- Driven by student's individual goals
- Intensive Direct/Explicit Instruction
- Systematic/Sequential based on student's needs
- Multisensory
- Cumulative
- Extensive Review
- Focused on gaining independence



Trends in ELA

- Grammar
- Phonemic Awareness
- Fluency





*Thank
You!*

