



# LSHSA Meeting: SPO Review

June 1, 2021

*Dr. Michelle Fenwick*

*Ms. Janel Nese*

*Ms. Danielle Wood*

*[& Jessica Vasquez on Unified Sports]*





# Agenda

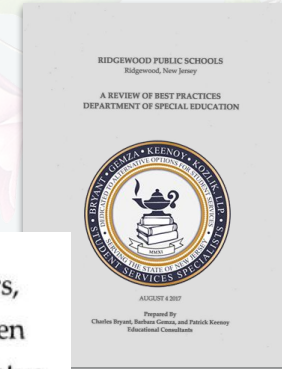
1. Unified Sports Presentation Jessica Vasquez
2. Previous SE Independent Review
3. Highlights
4. Moving Forward

# Previous SE Independent Review

## Previous SE Independent Review Highlight

As stated earlier, the Ridgewood Public School District has an abundance of teachers, administrators, and parents who are committed to having their community's children and youth succeed. They want the school district to continue its high performing status.

The current administration has begun to implement procedures to ensure compliance and efficient delivery of services. This practice needs to be continued and expanded through administrative consistency and oversight. Parent education workshops are strongly recommended to ensure an adequate understanding of process and procedure as well as student entitlements.



FOLLOW UP TO 6.25.18  
RBOE MEETING

QUESTIONS FROM THE PUBLIC

# Previous SE Independent Review

\*SWD Classification Rate 15%

Fall NJDOE: 2018 SE=850| compared to 2016 SE = 824; 2017 SE = 835

\* Districtwide Programming and Compliance

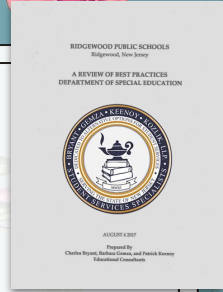
Reviews, Building & Program Mtgs

\* Effective, Efficient Communication

\* IEP Development/RealTime

\* Progress Monitoring/Assessment, Data-Driven Decision-Making

\* Continued, Ongoing Professional Development



FOLLOW UP TO 6.25.18  
RBOE MEETING

QUESTIONS FROM THE PUBLIC

# Goals/Highlights Fall 2019 through Spring 2021

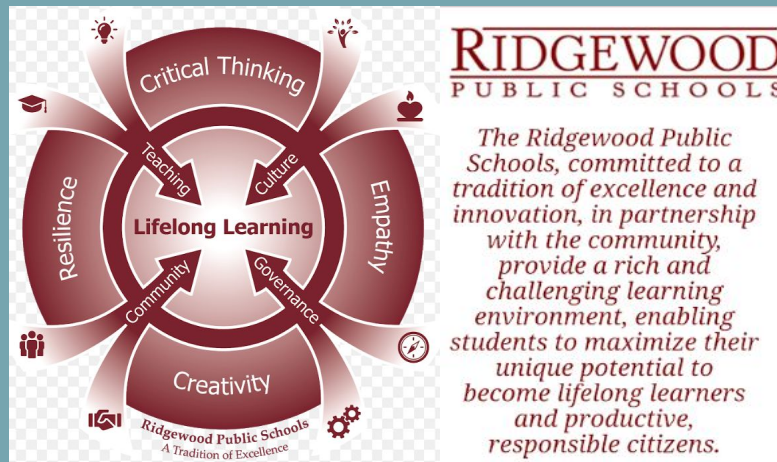
- ❖ SWD Classification Rate Fall NJDOE: 2019 SE=857 | 2020 *SE=765*
- ❖ Aligning to District Vision & Mission Statement
- ❖ LSHSA as District's Special Ed Parent Advisory Committee/SEPAC
- ❖ COVID19 Response & Support, Increasing Academic & SEL Supports
- ❖ MSR & Behaviorist Coordinators, Districtwide Staff & Training
- ❖ Program Development: MSR, RISE, SAIL, NOVA->PERL, STEPSS
- ❖ New Curriculum: Preschool, Self-contained RISE/SAIL (Readtopia & Equals Math)
- ❖ Professional Development: Eligibility, IEPs, Progress Monitoring, MSR, COVID, ..  
.. Transition, Social-Emotional Learning & Trauma Informed Programming

# Alignment to District

## Vision & District Strategic Goals

Promoting Excellence & Innovation

*In Critical Thinking \* Empathy \* Creativity \* Resilience  
Through Teaching – Governance – Culture – Community*



# LSHSA & SPO Website Information



LEARNING  
SERVICES  
HOME & SCHOOL ASSOCIATION

SUPPORT

EDUCATE

ENRICH

Recently Asked Questions

Contact Child Find

IEP Process

Acronyms and Glossary

Special Education Review

Resources for Parents

## Quick links to SPO Resources

Welcome Back from SPO 2020-2021

Dr. Fenwick's Introductory Presentation

Transitions Through The Years

Support For Language and Learning Disabilities

Supporting Emotional & Behavioral Needs

## SPECIAL EVENTS

Disability Awareness Day - Elementary  
April 19, 2021 [Click here](#) to view slide presentation.

Disability Awareness Week -Middle School/High School  
April 12 - 16, 2021 [Click here](#) to view slide presentation.

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**SPECIAL PROGRAMS OFFICE PRESENTATIONS**

SPO Video Presentation to LSHSA 2-3-2021

Slide Presentation - Reading Disabilities and MSR 2-3-2021

**SPO Video Presentation to LSHSA 4-9-2021**

**Slide Presentation - ADHD and Executive Functioning 4-9-2021**

## COMMUNITY RESOURCES

COVID-19 Vaccine Resources for the Developmental Disabilities Community - provides information about COVID-19 vaccines

NJCDD 5-Year Planning 2022-2026 - provide input regarding what is working for people with disabilities, what needs to change, and how could it be changes.

# COVID19 SEL & RITS

## RIDGEWOOD IN-DISTRICT THERAPEUTIC SUPPORTS

Ridgewood In-District Therapeutic Supports (RITS) is a school-based counseling program that provides direct support to students and families. Therapists utilize a variety of effective models to develop skills and strategies to make personal growth. The program is designed to collaborate with school personnel and therapeutic services are conducted in the student's school building. The counselors are professionals experienced in youth development, therapy and case management. Currently, the district is partnered with CarePlus of NJ to provide the therapists and, therefore, parents have access the complete wrap-up care through CarePlus, a fully-licensed and accredited mental health care organization.



Ridgewood Public Schools  
Re-Entry Parent Handbook:  
Special Programs FAQ  
Revised/Updated 10/2/2020

2020-21 School Year

**RIDGEWOOD PUBLIC SCHOOLS**  
Michelle Ferwick, SEL/D  
Director of Special Programs  
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**Overview and Expectations for Our Students & Families:  
Related Service Therapies (TX) Re-entry, Fall, 2020**

**Overview:**  
Ridgewood Public School Related Service Programs, Occupational therapy (OT), physical therapy (PT), Speech-Language Services (SLS), Counseling/Social Skill & Behavioral Therapy Providers will provide appropriate in-person and remote tx services in conjunction with school district's re-entry plan.

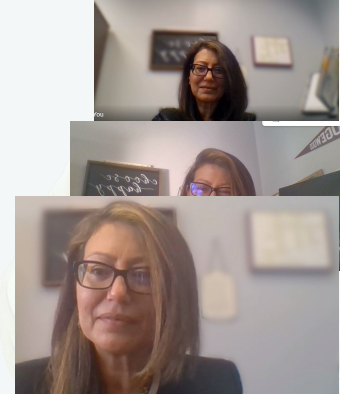
The Ridgewood Public School will re-enter with both hybrid in-person/remote instruction and remote learning models for our students.

Related service providers will be delivering services a minimum of 1x/week, with two exceptions: 1) for remote only students, services will too be delivered also remotely, and 2) if the family who choose the hybrid model identified that their preference is for the services to be delivered in the remote format it is our intention to schedule this to the best of our ability.

There are related service providers who are working in-district and additional contracted service providers to support the district's goal to ensure one session in person to provide personalized direct instruction and to more clearly assess students' performance.

There are related service providers who will be servicing students remotely who may be assigned students that they wouldn't traditionally been assigned due to the family's preference for the remote-only platform. Groups may not be the same for in-person and remote services based on the complexity of schedules.

Should the district need to move to a solely remote only format, all special education and related services will be provided remotely and schedules will need to be adjusted accordingly. Additionally, if your family changes your child's learning model, please let us know as we may need to adjust related services accordingly.





# Moving Forward with New Programs

- ★ **PERL** at Somerville (Replacing NOVA)
- ★ **STEPSS** in its new off-site location
- ‡ Expansion of Unified Sports

Program for  
Emotional  
Regulation  
&  
Learning



**STEPSS**  
School Transition & Employment  
Program for Student Success

Ridgewood Public School's

# Program for Emotional Regulation & Learning

PERL Program

(Replacing NOVA's BD Program)

- An elementary based self-contained class designed for students who are dysregulated emotionally/behaviorally.
- Students' needs are met through a comprehensive system of highly-structured learning and therapeutic environments.
- Program is designed to ensure that students fully benefit from instruction, and learn how to make appropriate decisions and effectively solve problems.
- The PERL program is designed to provide an emotionally safe and secure, structured environment with a strong student/staff ratio that provides support and preparation to enable students to function more successfully in a mainstream school setting.
- The program is supported by district staff, including a Teacher of Students with Disabilities, School Social Worker, and Behaviorist.

# Program for Emotional Regulation & Learning



# What is STEPSS?: An In-District Transition to Adulthood Program

**S**chool **T**ransition and **E**mployment **P**rogram for **S**tudent **S**uccess  
[STEPSS]:

# STEPSS



Students ages 18-21 years old, who have met state graduation requirements, but continue to need more time and skill development before entering independent or interdependence adulthood.

[Click here](#) to view a video of our **STEPSS** program.

Members of the IEP team recommend students based on data, file review, transition goals and the transition plan.



<https://lnkd.in/dkUdp5H>



# Thank you Unified Sports




(Field Day - Thurs June 10 at 5pm)

# Moving Forward

1. 2021-2022 School Year: Support Academic & SEL Return to Safe Schools, Align with General Education Vision
2. Summer revisions to the SPO Website
3. Continue Professional Development for Districtwide Compliance, Curriculum Updates, Program Development, Inclusive & Extracurricular Opportunities
4. Needs Assessments: Students/Families, Staff, Administration, State & Federal Responses to Special Education



The background features a light blue gradient with detailed botanical illustrations. In the top left, there are green leaves and a small white flower with yellow stamens. In the top right, there are pink flowers and green leaves. In the bottom left, a large red poppy flower is prominent. In the bottom right, there are green leaves and a cluster of small white flowers. A white rectangular box with a thin black border is centered on the page, containing the main text.

*Thank you for all the hard work this year, students, parents, staff & LSHSA  
- We have worked hard as an incredible team, on our students' behalf, will continue to dedicate ourselves to this service, and are truly grateful to see their growth...*

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