



Waterford Township
School District

The Waterford Township School District offers a full continuum of placements and an array of supports to ensure every child has an opportunity to access the general education curriculum.

The district is committed to educating children in the Least Restrictive Environment (LRE). The following placements are offered as a way to meet a variety of needs:

General Education Classroom with Modifications/Supports - This placement affords an opportunity for children to successfully access the general curriculum by way of assistive technology, aide support, and/or modifications and accommodations. The general education teacher works closely with the Child Study team Case Manager to implement the IEP.

In Class Resource (ICR) - In the In Class Resource room, two teachers, one special education and one general education, work in coordination to instruct the classified students in the same setting as general education students. The children in this room may require more specialized instruction to attain the general education curriculum.

Pull Out Support (POS) - This setting is used in conjunction with the In class resource setting as a way to provide intense, targeted instruction during a specified time of the day when no new general instruction in the ICR classroom is occurring. Specific skills are worked targeted with the intention of filling academic gaps. Skills may be addressed through a specific intervention curriculum or through specified goals. Pull out support may or may not occur in a separate classroom setting.

Pull Out Resource (POR) - This setting is for those children who need a greatly modified program and cannot be instructed with general education students. Class size is significantly smaller than other placements allowing for a low staff to student ratio. Specialized programming in combination with the general curriculum will be utilized by the special education teacher.

Self Contained Rooms - Waterford is dedicated to keeping as many children in the school district as possible as part of adhering to LRE guidelines. The unique learning needs of some students require a separate setting without general education students. The focus of these rooms is to work on the skills needed to be able to participate in a less restrictive room.

Out of District/Private School - Placement in a private school for the disabled is made when all in district placements have been considered. Student needs are carefully analyzed by the Child Study Team before determining that the district can not provide appropriate educational needs with in-house programs. These decisions are made with careful consideration to adhering to Least Restrictive Environment guidelines.

Curriculum and Instruction

Setting	Curriculum
General Education with Modifications/Supports	General Education Curriculum
In -Class Resource	General Education Curriculum
Pull out Support (designated intervention time)	<p>K-3: Foundations (ELA), Go Math Intervention (Math)</p> <p>4-6: Seeing Stars and/or Visualizing & Verbalizing (ELA), Go Math Intervention (Math)</p> <p>*Students in Grades 2-4 may be eligible to participate in Literacy Lessons.</p>
Pull out Resource (entire ELA or Math block)	<p>Grades 3-6 only:</p> <p>ELA: Wilson Reading, Guided Reading/LLI, Writer's Workshop/ Reader's Workshop</p> <p>Math: Go Math Intervention</p>
Self Contained	<p>K-6:</p> <p>ELA: Foundations, Seeing Stars, Visualizing & Verbalizing</p> <p>Math: Go Math Intervention</p> <p>*Students in Grades 2-4 may be eligible to participate in Literacy Lessons.</p>

Intervention Curriculum Details

English Language Arts (ELA)		
Intervention Curriculum	Curriculum Program Information	Targeted Students and Implementation Times
Foundations	<p>Multisensory, research based, structured language program focused on addressing:</p> <ul style="list-style-type: none"> • Phonemic awareness • Phonics/ word study • High frequency word study • Reading fluency • Vocabulary • Comprehension strategies • Handwriting • Spelling 	<p>Foundations Tier I is offered to all K-3 students in the district.</p> <p>Special education students identified as needing additional support participate in the Foundations Tier II portion of the program. This instruction will occur during designated support time.</p>
Wilson Reading System (WRS)- Level 1	<p>As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.</p>	<p>WRS is offered to students in grades 3-6 as part of their Pull Out Replacement program.</p> <p>WRS is an intensive program for students with word-level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.</p>
Seeing Stars	<p>Multisensory, research-based program from Lindamood Bell with a heavy focus on phonics and symbol imagery.</p>	<p>Seeing Stars is a supplementary support offered to students during their designated support time.</p>
Visualizing & Verbalizing	<p>Multisensory, research-based program form Lindamood-Bell with a primary focus on language and comprehension.</p>	<p>Visualizing & Verbalizing is a supplementary support offered to students during their designated support time.</p>
Literacy Lessons	<p>Literacy Lessons provide support for reading and writing skills. There is a concentration on an early literacy processing system that builds on existing student knowledge. Carefully trained teachers observe and assess reading skills in order to create tailored 30 minute lessons specific to the student. Lessons include global phonics, fluency, writing, and comprehension skills.</p>	<p>Children selected for Literacy Lessons are in the beginning stages of learning to read and write. Students are identified through the use of the Observational Survey for reading. Instruction is delivered either 1:1 or in a small group with up to 4 students.</p>
Math		
Go Math Intervention	<p>Strategic & Intensive Intervention: increased time and focus to support struggling learners and reinforce skills that might not have been previously mastered. For those students who need more specialized intervention, <i>GO Math!</i> offers additional support through intensive intervention.</p>	<p>Go Math Intervention is a supplementary support offered to students during their designated support time. These interventions are utilized in all Special Education program settings.</p>

