



MORRIS SCHOOL DISTRICT

*SPECIAL EDUCATION PROGRAMS
OFFERED IN PRE K-5*

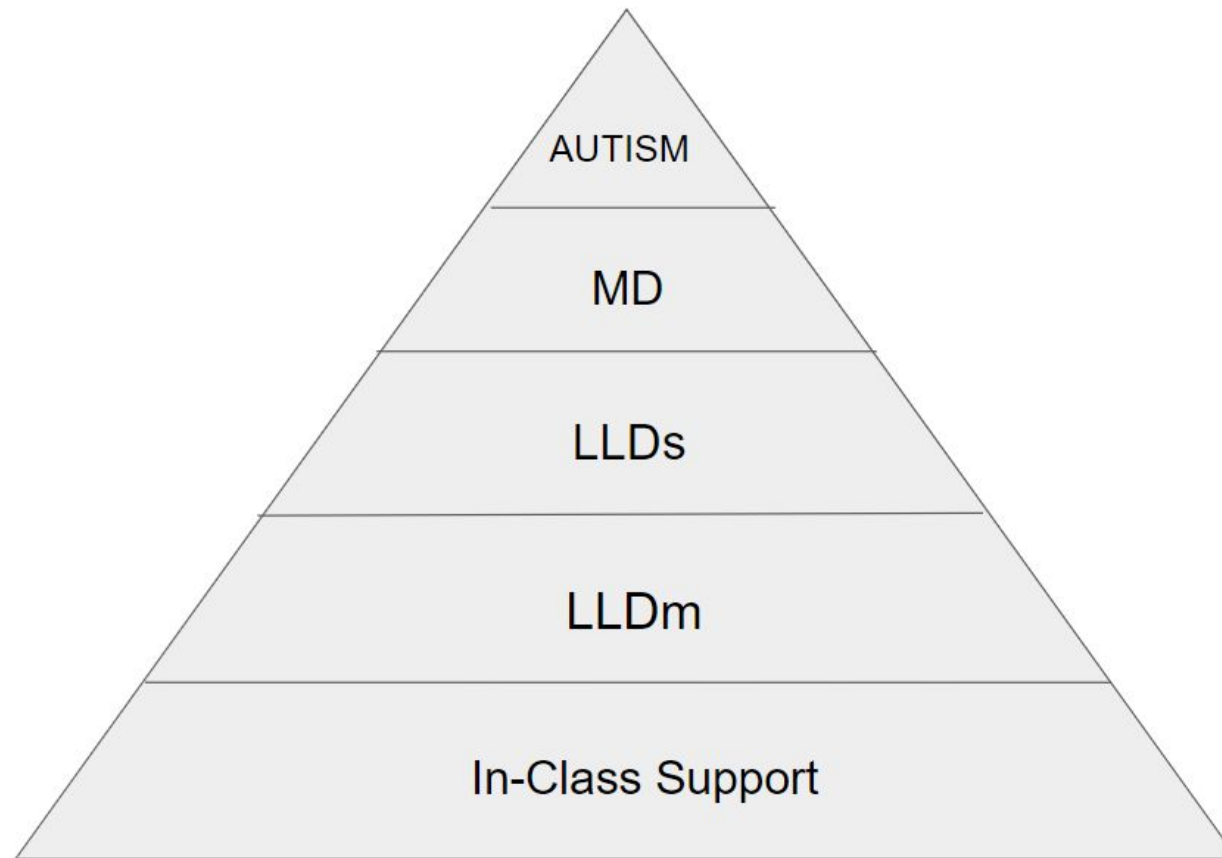
October 24, 2023



AGENDA

- Welcome
- Introductions
- Overview of the Programs
- Questions and Answers

PROGRAMS



DEFINITION OF SPECIAL EDUCATION

What qualifies a child for an IEP in NJ IN GRADES K-12?

Children must meet two requirements to be eligible for an IEP: The child meets one or more of the 14 listed disabilities AND the disability affects the child's ability to learn without specialized instruction.

There must be an educational impact.

CLASSIFICATIONS

The disability adversely affects the student's educational performance, and the student is in need of special education and related services.

The following are the federal classification categories:

Auditory Impairment

Intellectual disability

Emotional regulation impairment

Deaf/Blindness

Other health impaired

Social maladjustment

Traumatic brain injury

Autism

Communication impairment

Multiple disabilities

Orthopedic impairment

Preschool child with a disability

Specific learning disability

Visual impairment

HOW IS A PLACEMENT DECISION MADE:

The placement of students is an IEP team decision and several factors are considered, parents are an important part of the IEP team.

- Student's evaluations
- Parent input
- Teacher input
- Classroom observations
- Classroom data
- Least restrictive environment

Classification does not drive programming.

PRESCHOOL DISABILITIES PROGRAM

In-district Preschool Disabled Program: In-class support

- Located at LLC and all provider sites
- Students attend full day session/ 5 days a week
- Special education teacher provides support to the general education teacher through a consultation
- Play-based curriculum within a special education classroom setting

In-district Preschool Disabled Program: Self contained

- Located at LLC
- Students attend full day session/ 5 days a week
- Max: 12 classified students per class
- Play-based curriculum within a special education classroom setting
- Taught by a special education teacher with aides
- Principles of ABA applied with BCBA oversight

AUTISM PROGRAM

Our Autism classes are designed to meet the needs of our learners diagnosed with Autism who are in need of ABA instruction.

Program consists of :

- *Data collection overseen by a BCBA*
- *Language Development through individual programs based on the ABLLS assessment*
- *1:1 ABA instruction in individual programming*
- *Data is collected on each response in each program*
- *Individualized reinforcement systems are embedded throughout the day*
- *Data-based programming are made in conjunction with teacher, case manager, and BCBA*
- *Maximum students in autism is 6 students*

Schools with Autism classes:

- *Alfred Vail (K-2)*
- *Woodland (K-2)*
- *Hillcrest (K-2)*
- *Sussex (3-5)*

Students change schools when going from 2nd to 3rd grade in the autism program.

MULTIPLE DISABILITIES PROGRAM (MD)

Our MD program is designed to meet the needs of learners with several educational needs including activities of daily living needs, fine and gross motor deficits. Students benefit from instruction in a 1:1 or small group setting. Instructional modalities include multidisciplinary and ABA instruction

Program consists of :

- *Data collection overseen by a BCBA*
- *Language Development through individual programs based on the ABLLS assessment*
- *1:1 or dyad instruction in individual programs*
- *Individualized reinforcement systems are embedded throughout the day*
- *Data-based programming are made in conjunction with teacher, case manager, and BCBA*
- *Maximum of 12 students in the classroom*

Schools with MD classes:

- *Alfred Vail (K-2)*
- *Woodland (K-2)*
- *Thomas Jefferson (3-5)*

LANGUAGE AND LEARNING DISABILITIES-SEVERE (LLD-S)

Our LLD-S class is intended to meet the needs of learners with language impairments based on multiple measures. Learners are reading several grade levels below and multisensory instruction has not been effective to make gains. These learners benefit from instruction in small groups with ongoing progress monitoring. The general education curriculum is modified and highly structured, scaffolded supplemental programs are also utilized.

Program consists of:

- *Modifications to the GE curriculum*
- *Individual programs for students significantly below grade level*
- *Use of multi-modalities to increase learning gains*
- *Daily data collection*
- *Class-wide reinforcement systems*
- *Progress monitoring in 8-week intervals with case manager, supervisor, and BCBA consultant*
- *Maximum of 12 students in the classroom*

Schools with LLD-S classes:

- Alexander Hamilton (3-5)

LANGUAGE AND LEARNING DISABILITIES MILD/ MODERATE (LLD-M)

Our LLD-M class is intended to meet the needs of learners with language based learning disabilities. Learners are reading below grade levels and have demonstrated the need for a smaller class relative to the general education setting. These learners need to contact instruction in small groups with multisensory methodologies with ongoing progress monitoring. The general education curriculum is modified for learners.

Program consists of:

- *Small group instruction*
- *Modifications to the General Education curriculum and supplemental multisensory learning*
- *Use of multi-modalities to increase learning gains*
- *Progress monitoring in 8-week intervals with case manager, supervisor, and BCBA consultant*
- *Maximum of 16 students per classroom*

Schools with LLD-M classes:

- *Normandy Park School*
- *Hillcrest (K-2)*
- *Sussex (3-5)*

IN-CLASS SUPPORT

Students with disabilities who are part of the ICS program are educated with age appropriate peers in the general education classroom. ICS provides students the opportunity to be educated alongside their non-disabled peers with the support of modified curriculum.

Program consists of:

- *Scaffolded, specialized instruction by a special education teacher*
- *Modifications to the General Education curriculum*
- *Provide accomodation per student need depending on what is in the IEP*

Maximum number of students in the ICS class is 8

RELATED SERVICES

Students can get the following related services:

- Speech - *length and frequency depend upon IEP*
- Occupational Therapy
- Physical Therapy
- Counseling
- Friendship groups

OPPORTUNITIES FOR STUDENTS

All special needs students are given the opportunity to integrate with their peers during the school day.

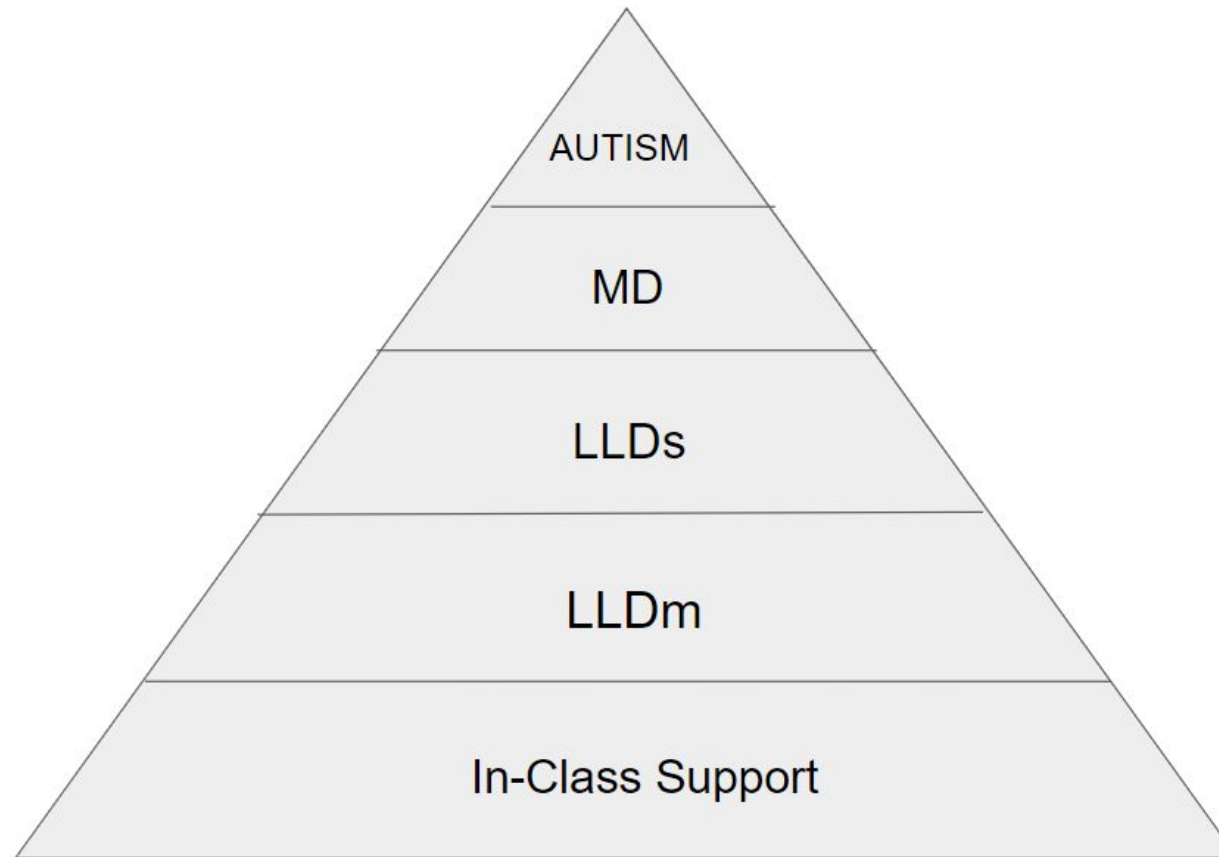
These opportunities include:

- Music
- Art
- Library
- PE
- Lunch

Other opportunities are available for students to integrate for academic time based on IEP team decisions. These can include:

- Morning meeting
- Social Studies
- Writing
- Science

LEAST RESTRICTIVE ENVIRONMENT



SEPAG COMMITTEE

SEPAG Members

President	Diana Agu
Executive Advisor	Marissa Purdy
Vice President	Ana Canchola Mendez
Vice President	Tara Smith
Communications & Events	Ileana Fritschie

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MSD SEPAG Closed Facebook Group

SEPAG Morris Open Facebook Group

PUPIL SERVICES CONTACTS

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ANY
Questions?

Thank
you