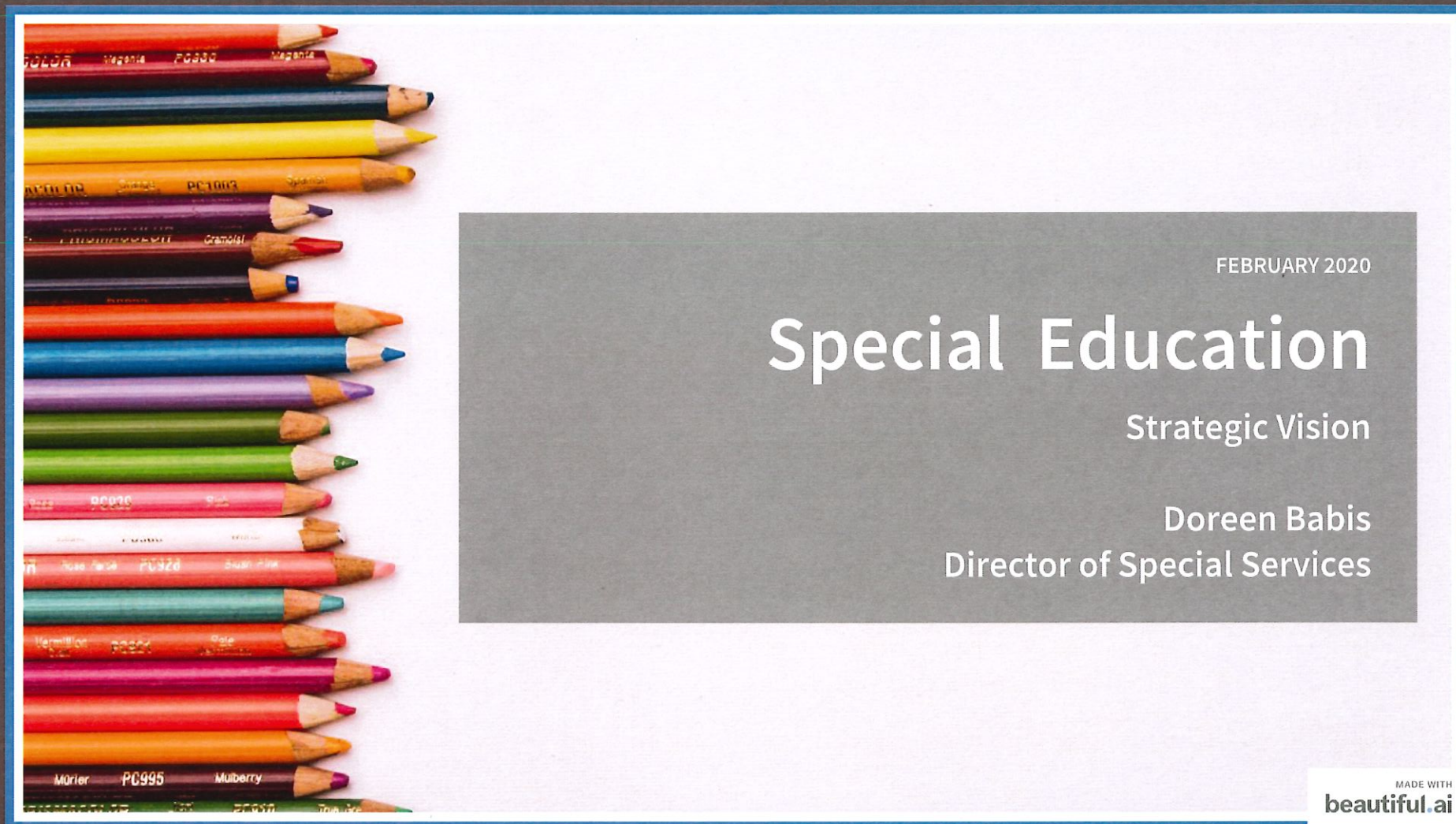


MADE WITH **beautiful.ai**

SIGN UP FREE

SPECIAL EDUCATION STRATEGIC VISION

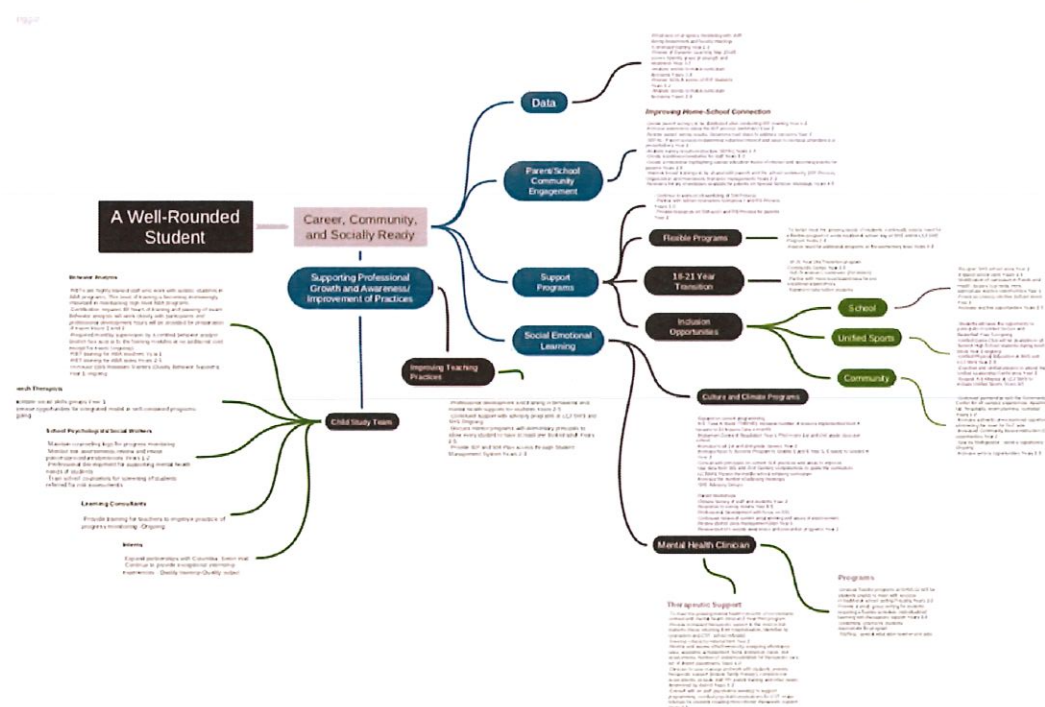


< 1 / 21 >



SPECIAL EDUCATION STRATEGIC VISION

Strategic Vision

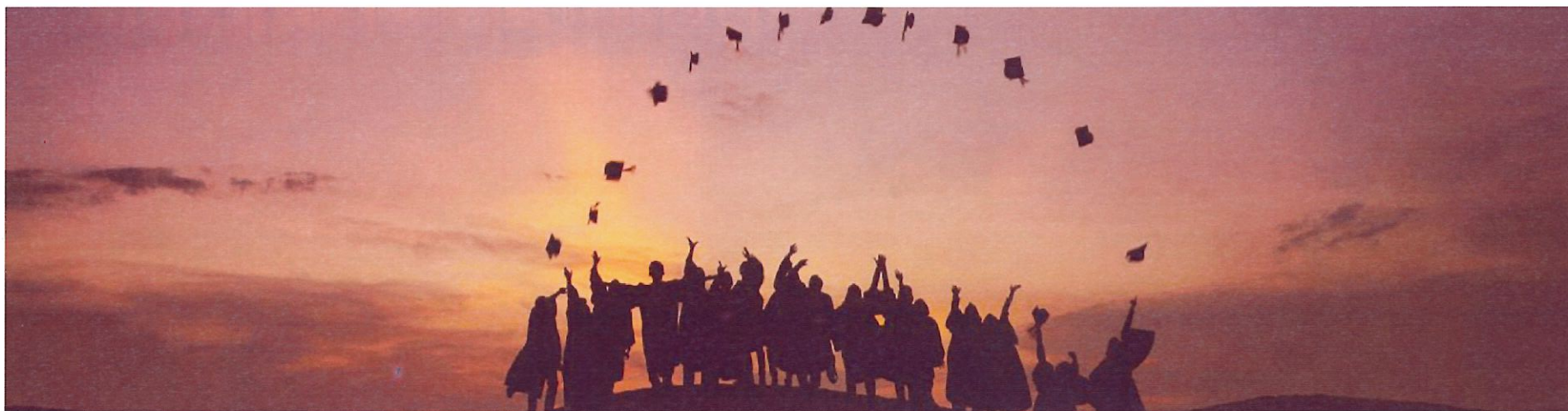


MADE WITH **beautiful.ai**

SIGN UP FREE

SPECIAL EDUCATION STRATEGIC VISION

A Well Rounded Student: Career, Community, Socially Ready

MADE WITH
beautiful.ai

< 3 / 21 >



SPECIAL EDUCATION STRATEGIC VISION

Programs

Flexible Programs

- Consistent review of need for additional in- district programs-Ongoing
- To better meet the growing needs of students, continually assess need for a non-traditional, flexible program at SHS and/or LCJSMS Program-Years 2-3
- Assess need for additional programs at the elementary level-Years 2-5
- Open opportunities for tuition students

18-21 Year Old Transition

- Expand 18-21 Transition program to be housed at Community Center .5 Teacher-Year 2
- Oversight by SLE/Transition Coordinator-Year 2
- Expand partnerships with local businesses for pre-vocational experience-Ongoing

Support Programs

- Continue to improve 504 Process and provide PD for staff-Ongoing
- Partner with school counselors and principals to improve I & RS Process- Years 2-3

Inclusion Opportunities

- Expand Elective Opportunities; Retail/Finance (school store), Foods, Health-Ongoing
- Unified Sports - Soccer, Leadership, Unified Club, A-3 Alliance, PE- Years 1-3
- Community Opportunities - Community Center, Grace's Refrigerator, Local Business Partnerships-Ongoing

SPECIAL EDUCATION STRATEGIC VISION

Improving Home-School Connection



COMMUNICATION

To increase awareness about the IEP process, create parent surveys to be distributed after conducting IEP meetings-Year 2

Review parent survey results. Determine next steps to address responses-Years 3-5

*IEP- Individual Education Plan



NEWSLETTERS

Create a wellness newsletter for staff-Years 1-2

Create a newsletter highlighting special education topics of interest and upcoming events for parents-Years 3-5



WEBINARS

[Parent Resources on Special Services webpage](#)

Webinar based trainings to be shared with parents and the school community- Years 2-5



SEPAC

Survey parents to determine volunteer interest and ways to increase involvement and attendance at presentations-Year 1

Analyze survey results-restructure SEPAC-Years 2-3

*SEPAC- Special Education Parent Advisory Council

SPECIAL EDUCATION STRATEGIC VISION

Supporting Professional Growth

- **Supporting Teaching Practices**

Behavioral and mental health -Years 2-3

Assess mentor programs across district- Years 2-5

Provide IEP and 504 Plan access through the Student Management System-
Years 2-3

- **Behavior Analysts**

Support ABA teacher training of Registered Behavior Technicians (RBT) -Year 1

RBT training for ABA aides-Years 2-5

In-house Restraint Trainers- Quality Behavior Supports (QBS)- Year 1-ongoing

- **School Psychologists/Social Workers**

Maintain counseling logs for progress monitoring-ongoing

Monitor risk assessments-review and revise policies/procedures/protocols
-Years 1-2

Professional development for supporting increased mental health needs of
students-Years 1-3

Train school counselors for screening of students referred for risk
assessments-Years 1-2

- **Learning Consultants**

Provide training for teachers to improve practice of progress monitoring and
IEP writing -Ongoing

- **Speech Therapists**

Facilitate social skills groups - ongoing

Increase opportunities for integrated model in self-contained
programs-Ongoing

Research other service models implemented in other districts -Years 1-2

- **Interns**

Expand partnerships with universities such as Columbia, Seton Hall ,
Montclair University-Years 1-2

Continue to provide exceptional internship experiences - Quality
training=Quality output -Ongoing

SPECIAL EDUCATION STRATEGIC VISION

Data

Emphasis on progress monitoring with staff during department and faculty meeting

Continued training- Year 1-2

Progress Monitoring

Data Collection
(benchmarks, I XL)

Streamline data collection process to ensure collection of clean data-Years 1-2
Analysis of data to identify potential areas of need-Years 2-3

Review Dynamic Learning Map (DLM) scores to identify areas of strength and weakness-Year 2

Analyze scores to make curriculum decisions-Years 2-5

Dynamic Learning Map

NJ SLA

Review NJSLA scores of IEP Students- Year 2

Analyze scores to make curriculum decisions-Years 2-5

MADE WITH **beautiful.ai**

SIGN UP FREE

SPECIAL EDUCATION STRATEGIC VISION

Social and Emotional Learning

MADE WITH
beautiful.ai

< 8 / 21 >



SPECIAL EDUCATION STRATEGIC VISION

Culture and Climate

- *Evaluate current programs
- *Conduct needs assessment
- *Continued collaboration with school counselors and principals
- *Ensure staff and students are supported



- K-5
 - THRIVE
 - Implement Zones of Regulation Pilot in 1st and 2nd grade- Year 1
 - Increase to 3rd grade-Year 2
 - Expand Keys to Success Program to all Grade 5 at Washington and Franklin
 - Expand to Grade 5 at LH, BES, and JES-Year 2
 - Expand Keys to Success to Grades 4 -Year 2
- LCJSMS:
 - Revision of the middle school advisory curriculum
 - Increase of the number of advisory meetings
- SHS
 - Provide professional development (restorative practices, mindfulness techniques, providing mental health/behavioral support)- Ongoing
 - Advisory
- District
 - Parent Workshops
 - Climate Survey of staff and students -Year 2
 - Response to survey results -Year 3-5
 - Professional Development with focus on SEL- Years 2-5
 - Continued review of current programming and areas of improvement -Ongoing
 - Review district crisis management plan -Year 2
 - Review district's suicide awareness and prevention programs- Year 2
- Community
 - Engage community members in supporting social and emotional needs of our students -Years 2-5

SPECIAL EDUCATION STRATEGIC VISION

A growing number of our students are struggling and are not fully accessing their education....



- School Avoidance
- Depression and Anxiety
- Aggressive Behaviors
- Suicidal Ideations
- Self-Harm
- Eating Disorders

SPECIAL EDUCATION STRATEGIC VISION

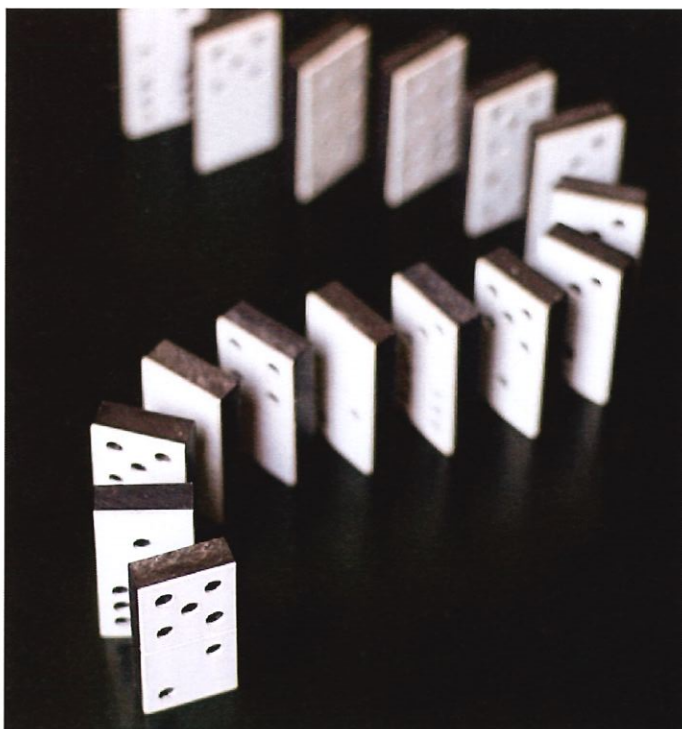
What does this look like in Summit?

We are seeing an increase from last year in the number of students faced with serious mental health issues as well as an increase in the intensity of problematic behaviors .

- **2019-20 School Year**
 - Many students have been admitted for intense in or out patient hospitalizations so far this year
 - Several students are on home instruction for mental health related issues
 - We currently have students placed in out of district therapeutic programs
 - Several students on our radar as possibly needing a higher level of care
 - Several risk assessments completed by our school psychologists/social workers
 - Many sent out for additional evaluations

SPECIAL EDUCATION STRATEGIC VISION

We are charged with educating ALL students



- The safety and well-being of one student impacts the entire learning environment
- Our teachers, school counselors, CST, nurses and principals are feeling the effects: Students in crisis need an intense level of support

SPECIAL EDUCATION STRATEGIC VISION

2019-20 District Goal

- **Focus Area 2:**
Provide an environment for students and teachers to cultivate a shared love of learning by supporting creativity and inspiration, and dedication in all phases of the educational journey
- **Goals: Social Emotional Learning** with a focus on stress management and self-management (coping skills);
- Evaluate current practices, research new practices, and implement a district-wide social and emotional plan of action that allows all staff to meet the needs of our students-with a focus on stress management and self-management (coping skills)

SPECIAL EDUCATION STRATEGIC VISION

New Jersey School Boards Association Building a Foundation for Hope

MADE WITH
beautiful.ai

SPECIAL EDUCATION STRATEGIC VISION

16%



of high school students surveyed in the U.S. reported seriously considering suicide

20%



20% of teens are diagnosed with a mental health disorder

MADE WITH **beautiful.ai**

SIGN UP FREE

SPECIAL EDUCATION STRATEGIC VISION

Suicide is the second
leading cause of death
for youth ages 15-24

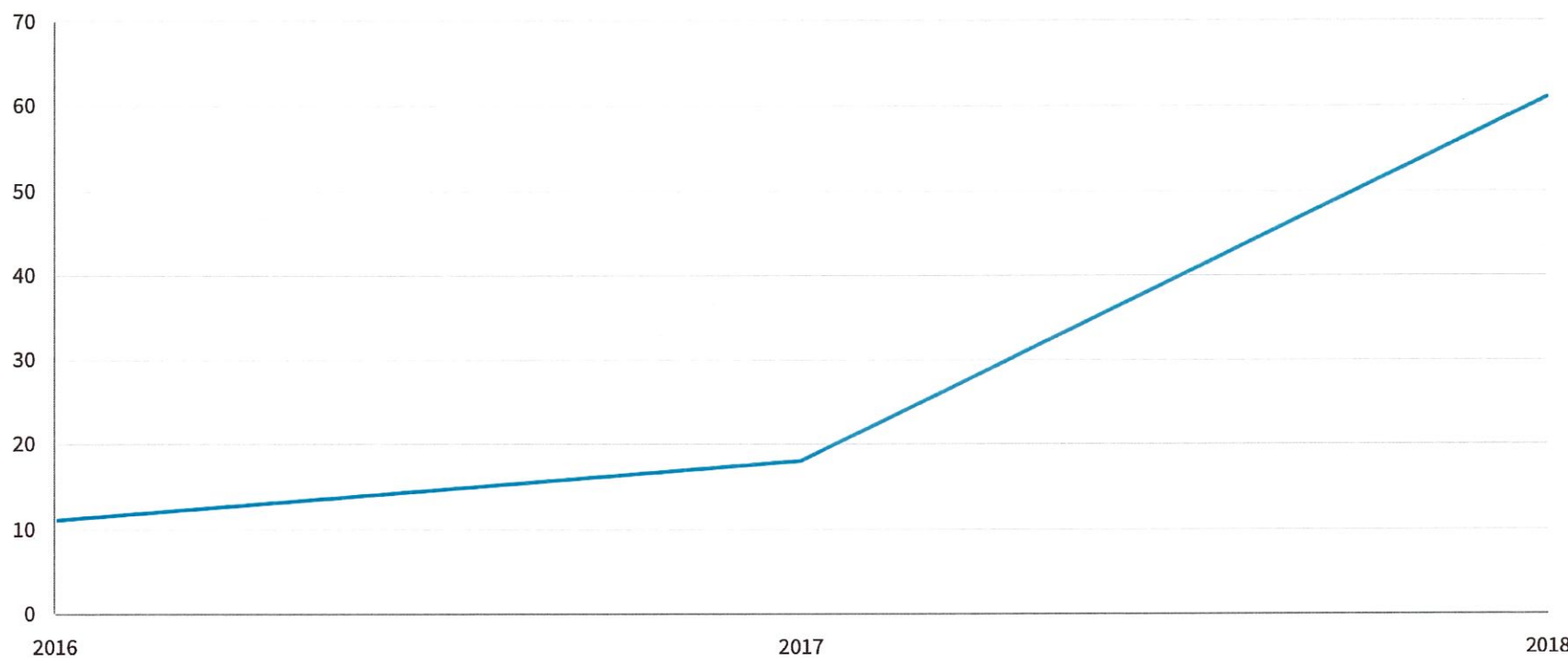
MADE WITH
beautiful.ai

< 16 / 21 >



SPECIAL EDUCATION STRATEGIC VISION

Increase in School Shootings



MADE WITH
beautiful.ai

SPECIAL EDUCATION STRATEGIC VISION

Social-Emotional Learning Recommendations -NJ SBA Task Force

Teach Social-Emotional Learning Competencies in every course

- Programs should be a district priority
- Teach resiliency, coping skills, stress management

Partner with state and local government, community organizations and law enforcement

- Have experts address the board
- Consult with neighboring districts

Each child needs to have a trusting relationship with at least one adult in school

-

Support mental health instruction for K-12 students as part of district's health curriculum

- Review curriculum, revise as needed Year 2

SPECIAL EDUCATION STRATEGIC VISION

Social and Emotional Learning Competencies



SPECIAL EDUCATION STRATEGIC VISION

Mental Health Clinician

Provide increased therapeutic support to the most at risk students through co-located services within the school (create referral form with criteria)

Therapeutic support to include family therapy, complete risk assessments, provide staff PD, parent training and other needs determined by district-Year 2

Monitor and assess effectiveness by analyzing attendance rates, academic achievement, home instruction cases, risk assessments, number of students admitted for therapeutic care, OOD placements- Year 2-5

*Evaluate cost benefit of consulting with a psychiatrist (weekly) to support programming, conduct psychiatric evaluations for CST, and make referrals for students needing more intense therapeutic support- Years 3-5

SPECIAL EDUCATION STRATEGIC VISION

Benefits

- Meet the needs of most at-risk students

- Proactive vs reactive

- Minimize need for OOD placements

- Improve attendance rates by addressing school avoidance/refusal cases

- Decrease number of students on home instruction

- Decrease number of students sent out for clearance after screening

- Fewer students admitted for therapeutic care

- Ongoing professional development for staff in

- Parent Workshops

- Family support