



MICHELLE FENWICK, SLP.D

LSHSA INFORMATION MEETING
TUESDAY, OCTOBER 1, 2019
9:30AM-11:00AM



RIDGEWOOD
PUBLIC SCHOOLS



Updates

- * Unified Sports: Grant Received for Unified Sports, Athletes & Volunteers needed
- * Website & Realtime Portal; Description of NOVA and RITS added to our website under special programs; PRISE updated
- * RISE guidance recommendations through Dr. Irene Cook

Strategic District Goals & Vision 2019-2020

- Overview 2017 Audit, District and Departmental Goals
- Case Management, IEP, Data-Informed Decision-Making
- Good Communication to Maintain Effective Teams

Vision 2019-2020:

What is the goal of special education?

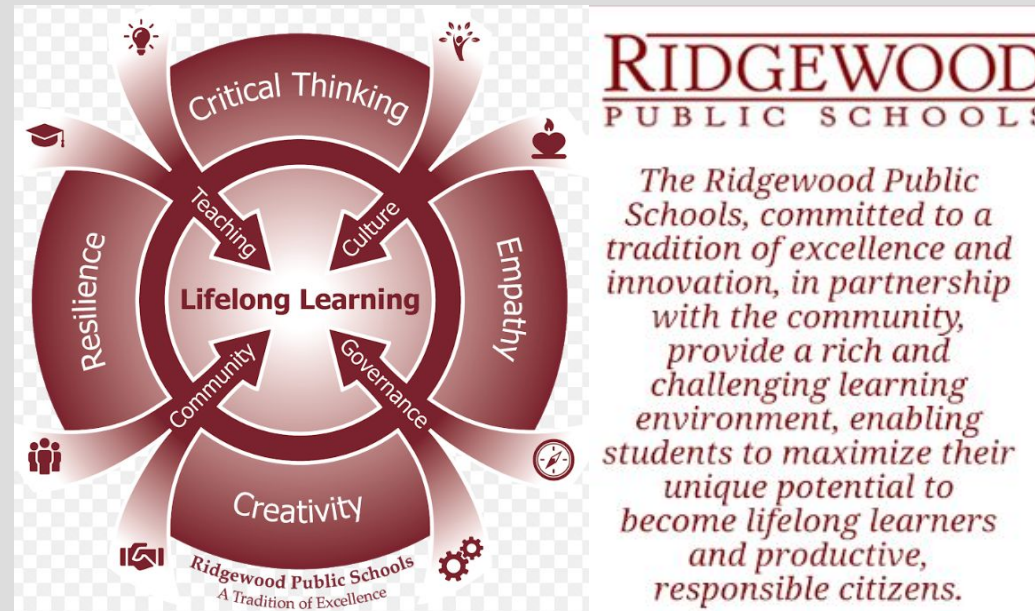
To model dignity and empathy while providing support to students with special needs in recognizing and using their abilities, skills and strengths to foster independence and success as life-long learners and productive members of an inclusive community.

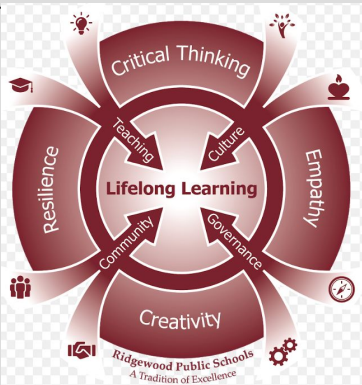


Alignment to District Vision & District Strategic Goals

Promoting Excellence & Innovation

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





RIDGEWOOD PUBLIC SCHOOLS
Ridgewood, New Jersey

A REVIEW OF BEST PRACTICES
DEPARTMENT OF SPECIAL EDUCATION



AUGUST 4 2017

Prepared By
Charles Bryant, Barbara Gomez, and Patrick Keeney
Educational Consultants

Candidate Dr. Michelle Fennick, SLP.D

This Final Plan has been submitted as a response that illustrates a leadership style, vision for curriculum development, involvement in the budgeting process, commitment to communication, and public relations with a multiple strategic plan that serves the needs identified in the Leadership Profile on behalf of the Ridgewood's Superintendent Search. A precursor to adopting a plan would need to include further needs assessment that compares information from all candidates in the development of a recommended series of short to long-range goals, which then will culminate in the formulation of a long-range strategic plan for the school district.

Executive Activities:

Convene a series of internal and external focus groups to begin to collect feedback on the district status. The feedback from the focus groups will be utilized to develop a series of short, intermediate, and long-range goals and objectives. Consideration will be given to educational excellence, professional development, as well as the fiscal resources necessary for implementation. The superintendent of schools would need to provide direction, and support to administrative and supervisory staff members assigned to work on specific goals and objectives as part of the overall strategic vision. Ongoing guidance and monitoring, along with intermediate status reports, will occur to ensure that goals and objectives are being moved forward and achieved.

Five Year Goal: Curriculum Development & Student Performance: Investigate the need for the restructuring of district's delivery of curriculum and instruction for the purpose of establishing both vertical and horizontal curriculum articulation across the school districts. The primary goal will be to enhance student performance and provide greater educational opportunities to the students of the district.

Multi-year Objectives:

Review the district organizational structure and detailed job descriptions to implement an administrative and supervisory plan, which provides for the enhanced vertical and horizontal integration of the district's curriculum.

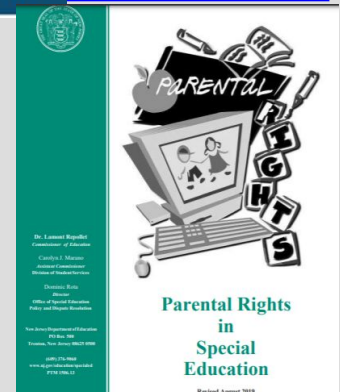
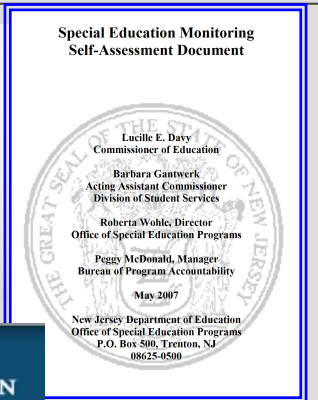
Develop integral building local objectives, with K-2 supervision and oversight, designed to enhance student performance and increase student achievement on state mandated testing. Investigate whether a shared curriculum committee could be developed with the other sending school districts that attend Ramsey High School.

Work closely with the district's technology supervisor or designer, principals, and other staff members in the development of a technology committee to investigate the more effective integration and use of technology resources as both an instructional tool and to enhance student learning and achievement. Determine appropriate growth and succession of the One-to-One Chromebook Initiative for Ridgewood's fifth grade students.

Vision 2019-2020:

How do we get there?

Planning & Communicating



Review of the 2017 SE Review and 2018 Update
District Strategic Plan

Entry Plan

Department of Education IDEA and NJAC 6A:14

Code Compliance

Professional Development & Training

Effective, Efficient Communication

Data-Driven Decision-Making

RED PROGRAM

The Ridgewood Early Development (RED) Program offers a comprehensive educational experience for a child who has been identified as a preschool disabled student, ages 3-5. The areas of focus for skill development are within the social, motor, cognitive, and communication domains.



LLD PROGRAM

The Language Learning Disabilities (LLD) Program is designed to meet the individual needs to students with language and/or learning disabilities, such as Communication Impairment and Specific Learning Disabilities. It is a specialized program where students receive intensive interventions in the areas of language and/or learning to support all content areas based on state curriculum standards. Strategies utilized in the classroom support the development of both expressive and receptive language skills, as well as focus on the comprehension of written language.



SAIL PROGRAM

The Strategic Actions for Innovative Learning (SAIL) Program is a self-contained class for students with global developmental delays. Academics, which are based on the state curriculum standards, are infused with functional life skills to support the growth of students. The students are taught through a multi-sensory approach to learning while reinforcing language and motor skills through an integrated model. Students experience Community Based Instruction to enhance their developmental skills.



RISE PROGRAM

The Ridgewood Intensive Services (RISe) Program is a self-contained class designed for students who demonstrate needs consistent with those on the autistic spectrum. The classroom is a highly structured, one-to-one and/or small group setting, which utilizes a comprehensive ABA learning approach to support mastery and generalization of learned skills. Students receive positive behavioral support to foster a strong foundation for good classroom work habits and appropriate social behaviors. The program is supported by District behaviorists.



NOVA PROGRAM

The Ridgewood NOVA Program is a 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 designed to ensure that students fully benefit from instruction, and learn how to make appropriate decisions and effectively solve problems. The NOVA 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 the Bergen County Special Services (BCSS) Emotional & Behavioral Disabilities Staff.



RIDGEWOOD INTENSIVE THERAPEUTIC SUPPORTS

Ridgewood Intensive 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.



↑
Level of Restriction
↓

LRE



Residential - student lives at private special education school
Day Treatment - student attends private special education school but lives at home
Self-Contained Class - student attends public school in a classroom designed for more intensive needs
Resource Center Replacement - student attends public school and receives pull-out services with colored, small group instruction
Inclusion - student attends public school and is fully integrated within the mainstream population while receiving accommodations and modifications as needed

↑Most to Least↓



INSPIRED BY A PUBLIC SCHOOL STUDENT WITH DISABILITIES

CLEARING A PATH
FOR PEOPLE WITH SPECIAL NEEDS
CLEARS THE PATH FOR EVERYONE!

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Thank you

