



# The Continuum of Services at BTS- How we strive to support ALL students!

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# What is my role as Director of Student Services?

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- ★ Develop supports that focus on the health, social-emotional needs, academic needs, and behavioral needs of all students
- ★ Provide professional development in these areas for staff
- ★ Communicate with key stakeholders, including parents, about supports available, ways to be involved, and parental rights
- ★ Ensure that the district is in legal compliance with supports and services offered
- ★ Explore ways to enhance and refine our current support systems

# General academic supports K-8 = good practice

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- ★ Differentiated instruction with a focus on modeling and guided practice
- ★ Flexibility → seating, behavioral expectations, ways to show learning, etc.
- ★ Availability of supports like graphic organizers, options for technology, study guides, etc. for all
- ★ Extra help and enrichment opportunities (in-person, through Google Classroom, through targeted technologies)
- ★ Providing students with choice, when appropriate
- ★ General education small group, targeted instruction based on assessment data to remediate gaps in learning

# Intervention and Referral Services (I&RS)

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- Required by the NJDOE
- Consists of an interdisciplinary team, including teachers, administrators, related service providers, and other applicable staff along with families
- Develop an action plan identifying needs/gaps, measurable goals, applicable interventions, and a timeline for the plan's duration
- System to address full range of student learning, behavioral, social or health related concerns in the general education program

# ESL

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- ❖ Required by federal law (ESSA) and NJ Administrative Code, which mandates ESL programming
- ❖ Multiple indicators for eligibility → home language survey, records review, testing
- ❖ Considerations for students with disabilities that may be ELLs
- ❖ If eligible, parent receives notification in native language and must consent to services for them to start
- ❖ Must be assessed using WIDA ACCESS or Alternate ACCESS annually, even if family opts out of services
- ❖ System for exit of ESL services using multiple indicators → WIDA ACCESS scores, English Language Observation form (including classroom performance); midyear exit possible

# Enrichment/ Gifted & Talented

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- ❖ Requirements outlined by the NJDOE
- ❖ Multiple measures used to identify students as gifted and talented, including standardized testing (NJSLA, CogAT/CogAT screener), teacher recommendations, reading and writing assessments
- ❖ Parental rights and Gifted and Talented Procedural Complaint Process
- ❖ Opportunities for enrichment throughout all grade levels by the general education teachers through differentiated instruction and activities
- ❖ Opportunities for pull-out Enrichment with trained teacher
- ❖ In middle school, enriched and/or accelerated courses offered

# Child Find and Preschool

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## ➤ Child Find obligation

- Statewide effort to identify children who are suspected of having a disability and/or developmental delay

## ➤ Preschool in BTS

- Preschool Disabled program
  - Highly focused program to support students 3 or 4 years of ages that require intensive instruction and services in a classroom with a low student to teacher ratio
- Preschool Integrated program
  - Program for students that are typically developing with students with special needs using the research-based Creative Curriculum and general preschool routines

# Related Services

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- ❖ Speech-language therapy
- ❖ Occupational therapy
- ❖ Physical therapy
- ❖ Counseling supports
- ❖ Behavioral supports
  - Consultative model
  - Applied Behavioral Analysis (ABA)
  - Behavior Intervention Plans (BIPs) and Functional Behavioral Assessments (FBAs)



# 504 plan

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- ❖ Under federal law, protections are provided for individuals with disabilities which “significantly limit a life event”
  - In schools, a 504 plan can provide accommodations and modifications for students to have access to learning and/or the place of learning
- ❖ Process for accessing a 504 plan
  - Evaluation/review of diagnoses, review of needs by the team, determination if a 504 plan is warranted, if applicable then the development of a plan, ongoing review of the plan
- ❖ Parental rights

# Special Education

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- ❖ Special services are governed by New Jersey Administrative Code
- ❖ Referral process
- ❖ Determining if evaluations are warranted → must have evidence that interventions in general education have been tried first
- ❖ Evaluation process (90 days)
- ❖ Developing and implementing an IEP
- ❖ Annual reviews and re-evaluations (every 3 years)
- ❖ Focus on least restrictive environment and providing FAPE (free appropriate public education)
- ❖ Programs may include mild/moderate Language Learning Disabled (LLD), Multiply Disabled (MD), Pull-out Resource Room (RR or POR), In-Class Resource (ICR), and others

# Communication and Collaboration with the High School

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- Ongoing communication throughout the school year by administrators, case managers and school counselors
- Transition meetings to communicate continuation of services and/or anticipated needs