

Glassboro Public Schools



MEMO

To: Dr. Mark Silverstein, Superintendent of Schools

From: Dr. Robert Preston, Chief Academic Officer

Date: May 18th, 2021

Re: Memo
May 26th Board Mtg.

Recommend board approval for submission and acceptance of NJIETA technical assistant grant participating in Pre-School Inclusion 101 training at J. Harvey Rodgers. (See CST attachments for details on the grant)

GLASSBORO SCHOOL DISTRICT

Monthly Board Items

Date Submitted: 5/14/21

Proposed Effective Date: 2021/2022 school year

Short description (title): NJIETA technical assistant grant application

Submitted by:
Catherine Torbik

Building:
Rodgers

Proposed cost/amount:
n/a

ESY:

Funded through:
NJIETA grant

Grade(s) impacted if any:
Up to 15 staff

Board Action Requested: (Informational)

Rodgers school will apply for the NJIETA technical assistant grant participating in Pre-School Inclusion 101 training.

Details and ramifications:

Audience: General and Special Educators, CST, Administrators, Related Service Providers, Master Teachers, PIRS, Community and Parent Involvement Specialist

General Description: This package is intended as an introductory series, designed to help staff in preschool programs expand their knowledge about the fundamentals of inclusive education and how they can be implemented in the classroom setting. Training will touch on the why, when, where and how of inclusive education for all preschool programs including those who receive state funding and those who do not.

Outcomes: As a result of participation in this technical assistance package, participants will gain knowledge in:

1. The history of special education and the philosophy of inclusion both at a National and State level.
2. The law, research, and policy supporting inclusive education;
3. Best practices in early childhood inclusive education (ex. naturally occurring proportions, implementation of Specially Designed Instruction, etc.)

Positives: Principal, Director of Special Services and Case manager worked with NJIETA to initiate this training at a pre-school level. As Rodgers is transitioning to new programs and approaches, this training will provide a philosophy of inclusion to frame all other initiatives.

Concerns:

Requires 1 hour of release time, 1 time per week for 6 weeks.

FOR OFFICE USE ONLY:

Board Date: _____

Approved: Y or N

Index #: _____



Application Form for Systemic Change Facilitation Pre-K Sites with Preschool Expansion Funds

This is the application form for a three to five-year partnership between your district and a facilitator funded through the New Jersey Inclusive Education Technical Assistance project. This application is ONLY for those districts that are receiving Preschool Education Aid (PEA) or are Former Abbott districts. There is a separate application for districts not receiving this funding. If your district currently receives Early Childhood Program Aide (ECPA) or Early Launch to Learning Initiative funding (ELLI) but not PEA funding, please use the other application.

The information provided below will allow us to assess readiness to make significant change in preschool placements and practices. Please complete the information with the anticipated numbers for the 2021-2022 school year. If your district does not currently have an administrator in one of the roles requested or that administrator is an interim administrator, please identify that in the documentation below.

District: ___ Glassboro Public Schools _____
County: ___ Gloucester _____
Contact Name: ___ Catherine Torbik _____
Title: ___ Director of Special Services _____
Contact E-mail address: ___ ctorbik@gpsd.us _____
Contact Telephone Number: ___ (856) 652-2700 ext 6405 _____

Preschool Program Information

Please list the number of schools/sites where there are preschool classrooms (special education and general education). Please include sites where you plan to have classrooms in the 2021-2022 school year.

District School Site(s) ___ 1 _____
Private Childcare Partner Site(s) _____
Head Start Partner Site ___ possibly 1 _____

For District Sites Only

Total Number of half-day general education preschool classes including students with IEPs
___ n/a _____
Total Number of full-day general education preschool classes including students with IEPs
___ 6 _____

Total Number of half-day general education preschool classes not including students with IEPs
n/a

Total Number of full-day general education preschool classes not including students with IEPs
1

Total Number of half-day PSD preschool disabled classes n/a

Total Number of full-day self-contained autism/ABA preschool classes 2

Partner Sites (Private Childcare or Head Start) Only

Total Number of full-day general education preschool classes including students with IEPs 1

Total Number of full-day general education preschool classes not including students with IEPs

Student Information

Total Number of preschoolers with IEPs 29

Total Number of preschoolers without IEPs 76

Total Number of preschoolers with 504 plans 0

Total Number of preschoolers with English Language Learners (ELL) status 2

Percentage of students Free or Reduced Lunch 29%

Programmatic Information

Preschool Curriculum Creative Curriculum

How many years has this curriculum been implemented? 5

Does your district offer full-year programs for students with and without IEP's? Yes x No

Number of Preschool Master Teachers/Instructional Coaches supporting classrooms in the school?
1

Is there a Specialized Master Teacher/Instructional Coach for Inclusion? Yes x No

Is there a Specialized Master Teacher for ELL? Yes x No

Is there a Preschool Intervention Referral Team (PIRT) or Preschool Intervention Referral Specialist (PIRS) in your program? x Yes No

Is there a Community and Parent Involvement Specialist (CPIS) in your program? Yes x No

Is your district's preschool program enrolled in Grow NJ Kids (GNJK) Quality Rating Improvement? x Yes No

Have preschool teachers received Pyramid Model training? x Yes No

NJIETA Administrator Commitments

Principal/Program Supervisor Commitment Signature Page

Instructions:

1. Read the NJIETA brochure that describes the systemic change framework.
2. Listen to the NJIETA Orientation webinar using the link provided (if you did *not* attend the live session).
3. Initial next to each of the commitments which follow.
4. Provide your signature.

Initials	To support initiation of the systemic change process and implementation of the plan for managing this change process (which will be developed during NJIETA's work with your school), I commit to:
	Learning about the Preschool Inclusive Education Quality Indicators and systemic change process within which these indicators will be utilized to facilitate the implementation of more inclusive school policies, structures, and practices by attending NJIETA trainings, meetings, and/or reading materials.
	Being willing to alter preschool staff schedules to provide adequate planning time and other supports for collaborative teams to work together on an ongoing basis to maximize the learning and development of children with disabilities.
	Being willing to recognize that there is a need for change regarding inclusion of students with disabilities, which is important enough to merit using the energy and resources that are required for implementing a systemic change process.
	Reflecting on existing school policies and structures (such as the staff schedule or teacher collaborative models) in order to determine necessary revisions which will facilitate the implementation of more inclusive school policies, structures, and practices.
	Involving stakeholders, including educators, and parents in reviewing current school policies, structures, and practices.
	Being willing to align current and ongoing district-wide and school-wide initiatives to support inclusive policies and practices.
	Supporting the development and ongoing functioning of a Systemic Change Team to guide this process by: <ul style="list-style-type: none"> ● the Principal or Program Supervisor acting as team coordinator who will attend all team meetings and function as an active participant in this process; ● identifying a Systemic Change Team which includes at least one general educator, one special educator, and one member of the CST team; ● providing release time for the Systemic Change Team to attend trainings; ● providing release time for the Systemic Change Team to meet at the school each month for 2-3 hours for planning, action plan development; ongoing problem solving; and modeling effective team collaboration practices.

	<ul style="list-style-type: none"> ● Supporting data-based decision making by working with the NJIETA team to ensure that there is sufficient access to data regarding student placement and performance for use in this process.
	<p>Supporting implementation of systemic change practices by:</p> <ul style="list-style-type: none"> ● championing the inclusion of students with disabilities in all areas and aspects of school life; ● being actively involved in the action planning process; ● making public statements to staff and families in support of this process and its desired outcomes; ● assisting the Systemic Change Team with decision making; ● providing the staff with access to professional development related to this process; ● providing time for regular updates regarding this process at staff and/or department meetings; ● providing school-wide communications about implementation of practices; and ● meeting with the designated NJIETA Inclusion Facilitator and district administration at least 4 times a year to coordinate planning and support activities.
	<p>Providing professional development time and time for teacher teams to collaborate in order to support effective inclusive instructional and pedagogical practices.</p>
	<p>Working with the designated NJIETA Inclusion Facilitator to develop an action plan that articulates the annual goals and process steps that will be used to increase inclusive policies and practices in my school and supporting the implementation of that plan.</p>
	<p>Budgeting for seed money to support the Systemic Change Team to acquire materials needed for implementation of the action plan (e.g., interventions, materials, tools, etc.).</p>
	<p>Being available for meetings or by phone/email to the NJIETA Inclusion Facilitator assigned to my building when they need to discuss matters with me.</p>

My signature below affirms that I have read the NJIETA Brochure, watched the orientation webinar and commit to working collaboratively with the NJIETA Team to support the development and implementation of Positive Behavior Intervention and Supports.

Building Principal/Program Supervisor Signature: _____
Date: _____

NJIETA Administrator Commitments

Director of Special Services Signature Page

Instructions:

1. Read the NJIETA brochure that describes the inclusive education systemic change framework.
2. Listen to the NJIETA Orientation webinar using the link provided (if you did not attend the live session).
3. Initial next to each of the commitments below.
4. Provide your signature.

Initials	To support initiation of the systemic change process and implementation of the plan for managing this change process (which will be developed during NJIETA's work with this district), I commit to:
	Learning about the Preschool Inclusive Education Quality Indicators and systemic change process within which these indicators will be utilized to facilitate the implementation of more inclusive school policies, structures, and practices by attending NJIETA trainings, meetings, and/or reading materials.
	Being willing to recognize that there is a need for change regarding inclusion of students with disabilities which is important enough to merit using the energy and resources that are required for implementing a systemic change process.
	Assigning a District Liaison and providing that staff member release time to function as an internal Inclusion Facilitator for the District.
	Providing release time to special services personnel assigned to the building to attend training sessions related to this project.
	Supporting special services personnel assigned to the building to participate in designated meetings to discuss development and implementation of this project.
	Working with building administration to actively support the implementation of inclusive policies and practices.
	Working with building administration to secure seed money to support the acquisition of materials needed for implementation of the systemic change action plan (e.g., interventions, materials, tools, etc.).
	Providing visible support for key events at the school related to this project.
	Regularly accessing updates regarding the progress of this project and implementation of inclusive policies and practices at the school.

My signature below affirms that I have read the NJIETA Brochure, watched the orientation webinar and commit to working collaboratively with the NJIETA Team to support the development and implementation of Positive Behavior Intervention and Supports.

Director of Special Services Signature: _____ **Date:** _____

NJIETA Administrator Commitments

Superintendent Signature Page

Instructions:

1. Read the NJIETA brochure that describes the tiered intervention framework.
2. Listen to the NJIETA Orientation webinar using the link provided (if you did not attend the live session).
3. Initial next to each of the commitments below.
4. Provide your signature.

Initials	To support implementation of the Inclusive Education, I commit to:
	Learning about the Preschool Inclusive Education Quality Indicators and systemic change process within which these indicators will be utilized to facilitate the implementation of more inclusive school policies, structures, and practices by attending NJIETA trainings, meetings, and/or reading materials.
	Being willing to recognize that there is a need for change regarding inclusion of students with disabilities which is important enough to merit using the energy and resources that are required for implementing a systemic change process.
	Being willing to prioritize the inclusive education project and align current and ongoing district-wide and school-wide initiatives to support inclusive policies and practices.
	Regularly accessing updates regarding the progress of this project.
	Sharing information about NJIETA with other Administrators in the district at Leadership Meetings on at least a quarterly basis.
	Supporting the release time of designated school personnel to participate in training and development activities related to this project.
	Supporting opportunities for implementing schools to present a summary of this project to key leadership groups in the district (e.g., Board of Education, etc.).
	Supporting coordination of requests by the school for NJIETA activities with key district personnel (e.g., Business Administrator).
	Providing visible support for key events at the school related to this project.
	Affirming the work of the Principal/Program Supervisor and Systemic Change Team (e.g., talking about implementation updates and progress at a Board of Education meeting).

My signature below affirms that I support the school's participation in the NJIETA initiative.

District Superintendent Signature: _____ **Date:** _____

Required Data for School Application

District's Special Education Placement Rates

Time spent in the general education classroom in the presence of non-disabled peers.

	80% of the day or more	40-79% of the day	Less than 40% of the day	Out-Of-District
District's placement percentages here	51%	18%	17%	12%

Applying School's Special Education Placement Rates

Time spent in the general education classroom in the presence of non-disabled peers.

	50% of the day or more	40-79% of the day	Less than 50% of the day	Out-Of-District
School's placement percentages here	55%		41%	3%

Glassboro Public Schools

Physical Restraint/Seclusion Documentation Form

Student Name:		Does student have a BIP?	
Grade:	Date of Incident:	Time Began:	
School:		Time Ended:	

Location of Restraint/Seclusion: _____

List of School Personnel who Participated/Monitored the Event:		
Name	Position	Role in Restraint/Seclusion
		<input type="checkbox"/> Primary/Lead <input type="checkbox"/> Secondary <input type="checkbox"/> Observer
		<input type="checkbox"/> Primary/Lead <input type="checkbox"/> Secondary <input type="checkbox"/> Observer
		<input type="checkbox"/> Primary/Lead <input type="checkbox"/> Secondary <input type="checkbox"/> Observer

Describe the activity in which the student was engaged immediately preceding the use of restraint/seclusion:

Student's behavior that prompted the restraint/seclusion:

- Imminent serious physical harm to themselves
- Imminent serious physical harm to others

Explain student behavior(s) that prompted physical restraint/seclusion: (use objective, measurable terms; include frequency, intensity and duration)

Describe Seclusion (if applicable):

Location: _____

Duration: _____

Restraint hold used:
 PRT Standing
 PRT Sitting
 PRT Two-Person Escort

Other: _____

Number of releases attempted: _____

Efforts made to de-escalate the situation:

- Provide Choices Verbal Redirection Reduced verbal interaction Reduced Demands
 Reduced verbal interaction Planned ignoring Proximity
 Prompting Give time/space/break Followed student's BIP

Explain any other efforts:

Alternatives to Restraint/Seclusion that were attempted:

- Removal of other Students Request for Assistance
 Voluntary Removal of Student to another location Other: _____

Observation of Student DURING and at END of restraint/seclusion:

Signatures:

Person Completing the Form Date/Time

Administrator Notified Date/Time

Nurse Review/Check Date/Time

Notification of Parent Type of Notice: Phone In Person

Time: _____ By Whom: _____ Date: _____

**Glassboro Public Schools
Debriefing Meeting**

Was student's IEP/BIP followed? YES NO

If no, explain variation: _____

Were there any identified triggers? _____

Strategies/interventions that were effective: _____

Relevant information gained from student debriefing: _____

What areas can be changed, avoided, implemented, clearly communicated, and/or taught?	Staff responsible:
<ul style="list-style-type: none">• De-escalation:	
<ul style="list-style-type: none">• Physical Safety:	
<ul style="list-style-type: none">• Environmental Safety:	
<ul style="list-style-type: none">• Scheduling:	
<ul style="list-style-type: none">• Reinforcement procedures:	
<ul style="list-style-type: none">• Preventing/Managing triggers:	
<ul style="list-style-type: none">• How staff respond to signals:	
<ul style="list-style-type: none">• Debriefing the individual:	
<ul style="list-style-type: none">• Other	

Next Steps/Action Plan: _____

Participants:

Name: _____ Date: _____

Name: _____ Date: _____

Name: _____ Date: _____

Name: _____ Date: _____

Name: _____ Date: _____

Glassboro Public Schools Procedures Following a Restraint/Seclusion

1. Have the student evaluated by the nurse.
2. Contact the student's parents immediately following the event.
3. Complete and sign the documentation form immediately following event.
Fill out form entirely
4. Notify the case manager, if applicable.
5. Provide a copy to the principal/assistant principal as well as the Director of Special Services.
6. Meet with all personnel involved, along with the student's case manager (if

alternative possible) within 24 hours to debrief the event and discuss future strategies that could be utilized as applicable.

A post incident written notification report must be sent home to the student's parent/guardian within 48 hours of the event.

When completing the form:

DO:

- Write in Pen
- Put a single line through a mistake and initial it
- Records Facts
- Give a balanced, accurate account

DON'T

- Use jargon
- Record in pencil
- Make judgments or assumptions
- Be ambiguous