



SEPAG FALL 2025 MEETING

Welcome!

WTS SEPAG Mission:

- Fostering acceptance, inclusion, and community by promoting an open and supportive environment for all students and families.

WTS SEPAG Purpose:

- To provide input on the policies, programs and practices that impact services and supports for children with disabilities and their families.
- To increase the involvement of families of children with special needs in making recommendations on special education policy.
- To advise on matters that pertain to the education, health and safety of children with special needs.
- To advise on unmet needs of children with disabilities.

NEW WEBSITE

Information Included

Philosophy Statement
Special Education Programs
Frequently Used Terms
Referral to Child Study Team (CST)
Child Study Team Staff
WTS SEPAG 25-26
Resources
Project Child Find
Parental Right in Special Education (PRISE)

504



Any disability



Provides accommodations to the child's environment NOT the curriculum



Follows student throughout their life



Process, forms, and structure differs per state and school



Legal documents



Level the educational playing field



No cost to parents

IEP



One or more of the 13 disabilities listed in IDEA



Provides accommodations to the environment and may include modifications to curriculum



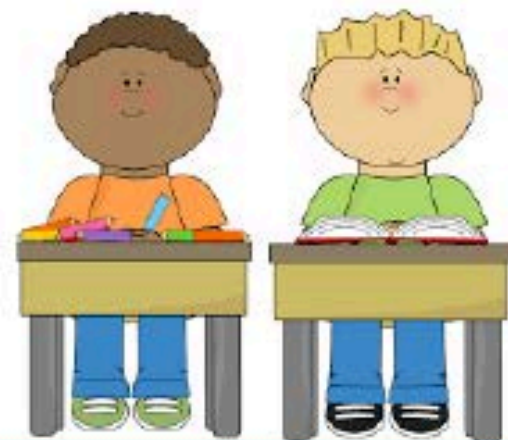
Follows student throughout school



Strict rules and processes EVERY school has to follow

ACCOMMODATIONS vs MODIFICATIONS

ACCOMMODATIONS change **HOW** a student accesses instruction and demonstrates proficiency
They do NOT change learning expectations



HOW

Example: listening to an audiobook version of a novel the class is reading

MODIFICATIONS change **WHAT** the student is expected to learn. Course or activity expectations ARE modified to meet the needs of the student



WHAT

Example: reading an abridged version of a novel the class is reading

A student is eligible for a 504 Plan if:

- They have a physical or mental impairment which substantially limits one or more major life activities
- There is a record of such an impairment (or they are regarded as having such impairment)

SUBSTANTIALLY LIMITS?

Unable to perform a major life activity that the average person in the general population can perform, or is significantly restricted in the condition, manner, or duration under which an individual can perform a particular major life function as compared to the condition, manner, or duration that the average person in the general population can perform.

When does a student need an IEP vs. a 504?

Factors

- An IEP is considered when students require specially designed instruction from a special education teacher.
- Specific goals are set and tracked by the special education teacher to ensure progress towards grade level standards.

What is FAPE and LRE?

Free and Appropriate Public Education

Students with unique needs and disabilities are given an educational experience comparable to those without them. Students with disabilities are expected to be educated with students without disabilities as much as it is appropriate.

Least Restrictive Environment

A child with an IEP should be with kids in general education to the “maximum extent that is appropriate.”

Removal from the general education setting should only occur when a student’s needs cannot be met, even with supplemental aids and services.

Continuum of Services



Programs

ICR (In Class Resource)

ICR provides special education support within the general education classroom through a co-teaching model, where a general education teacher and a special education teacher work together. This inclusive approach allows students with disabilities to learn alongside their peers while receiving specially designed instruction, accommodations, and modifications as outlined in their IEPs.

POR (Pull out Resource)

POR provides small-group instruction tailored to each student's IEP, using supplemental resources to ensure learning is both skill-level and age-appropriate. Focuses on individualized instruction, targeted skill development, and academic success while helping students build independence in the general curriculum

Special Programs

LLD- Woodland and WMS

- Program with modified curriculum & specialized strategies
- Focus on language: speaking, understanding, reading, writing
- Hands-on, multi-sensory instruction (sight, sound, touch)

ERI - ALT

Supports students with social, emotional, and behavioral challenges that significantly impact learning. It focuses on social-emotional growth, behavioral support, and academic progress

Autism- Central and ALT

- Individualized learning environment
- Small classes with high teacher support
- Focus on academic, social, communication and functional life skills
- Classroom designed with ABA principles

Preschool

- Integrated Preschool: A full-day program for 3 and 4 year olds with and without special needs. It provides a hands-on, theme-based curriculum that promotes readiness, language, and social-emotional growth through play, group activities, and exploration. (general education students are selected via lottery and pay tuition.)
- Preschool Disabled (PSD): A self-contained class for students with special needs, offering individualized instruction through small-group and one-on-one support.

All preschool classrooms are located at Mt. Horeb

Extended School Year (ESY)

CODE

N.J.A.C. 6A:14-4.3(c) An extended school year program provides for the extension of special education and related services beyond the regular school year. An extended school year program is provided in accordance with the student's IEP when an interruption in educational programming causes the student's performance to revert to a lower level of functioning and recoupment cannot be expected in a reasonable length of time.

Key Points

- The purpose of ESY services is to maintain skills and not to develop new ones
- Most students with disabilities will not be found to need ESY services
- In addition to regression and recoupment we look at if students are in a critical stage of learning or based on the nature/severity of disability

General Questions?

Please contact your child's case manager
for specific questions

