

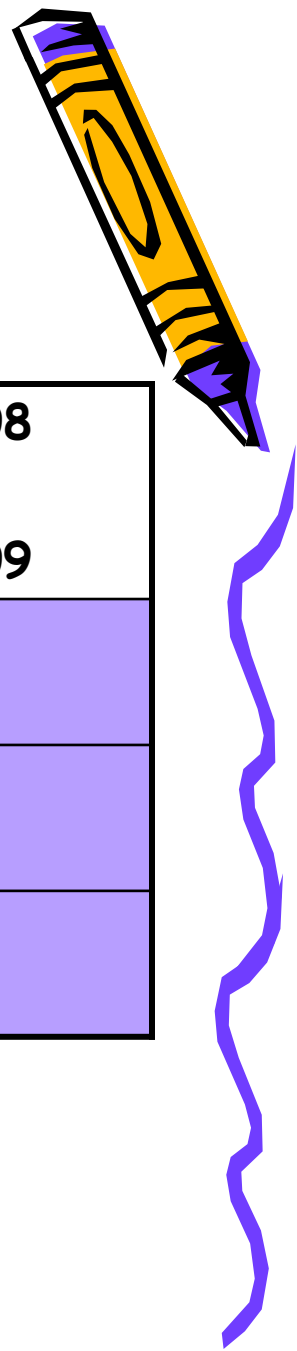


Special Education Department

Highlights
2009 - 2010

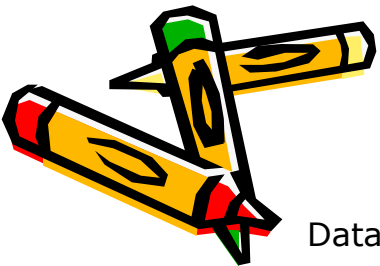


Comparison - Special Education Students as a Percentage of Total Student Population



	2000 - 2001	2005 - 2006	2008 - 2009
Total/ Students	3644	3988	3954
Special Education	542	601	610*
% of Special Education	14.8%	15%	15%

* 610 includes 95 students classified speech only



October 15, 2009

Special Education Students = 610

Speech Only = 95

Other Categories in Special Education = 515

In-district = 533

Out-of-district = 67



Distribution of Student Disabilities According to Special Education Category



	AI	AU	CI	ED	MCI	MD	OI	OHI	PD	SLD	TBI	VI	SP
2006*	2	42	31	22	3	85	1	46	28	242	0	1	106
2007*	3	38	27	23	1	77	0	68	33	226	0	1	109
2008	5	40	30	24	1	68	0	69	30	225	0	0	94
2009*	5	44	30	30	2	74	1	80	24	224	1	0	95

AI = Auditorily Impaired

AU = Autistic

CI = Communication Impaired

MD = Multiple Disability

OI = Orthopedically Impaired

OHI = Other Health Impaired

ED = Emotionally Disturbed

MCI = Mild Cognitive Impaired

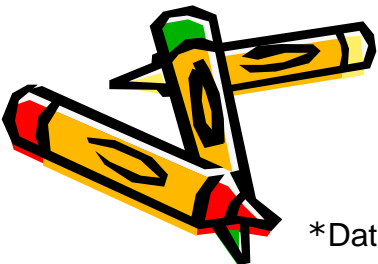
TBI = Traumatic Brain Inj.

VI = Visually Impaired

SP = Speech Only

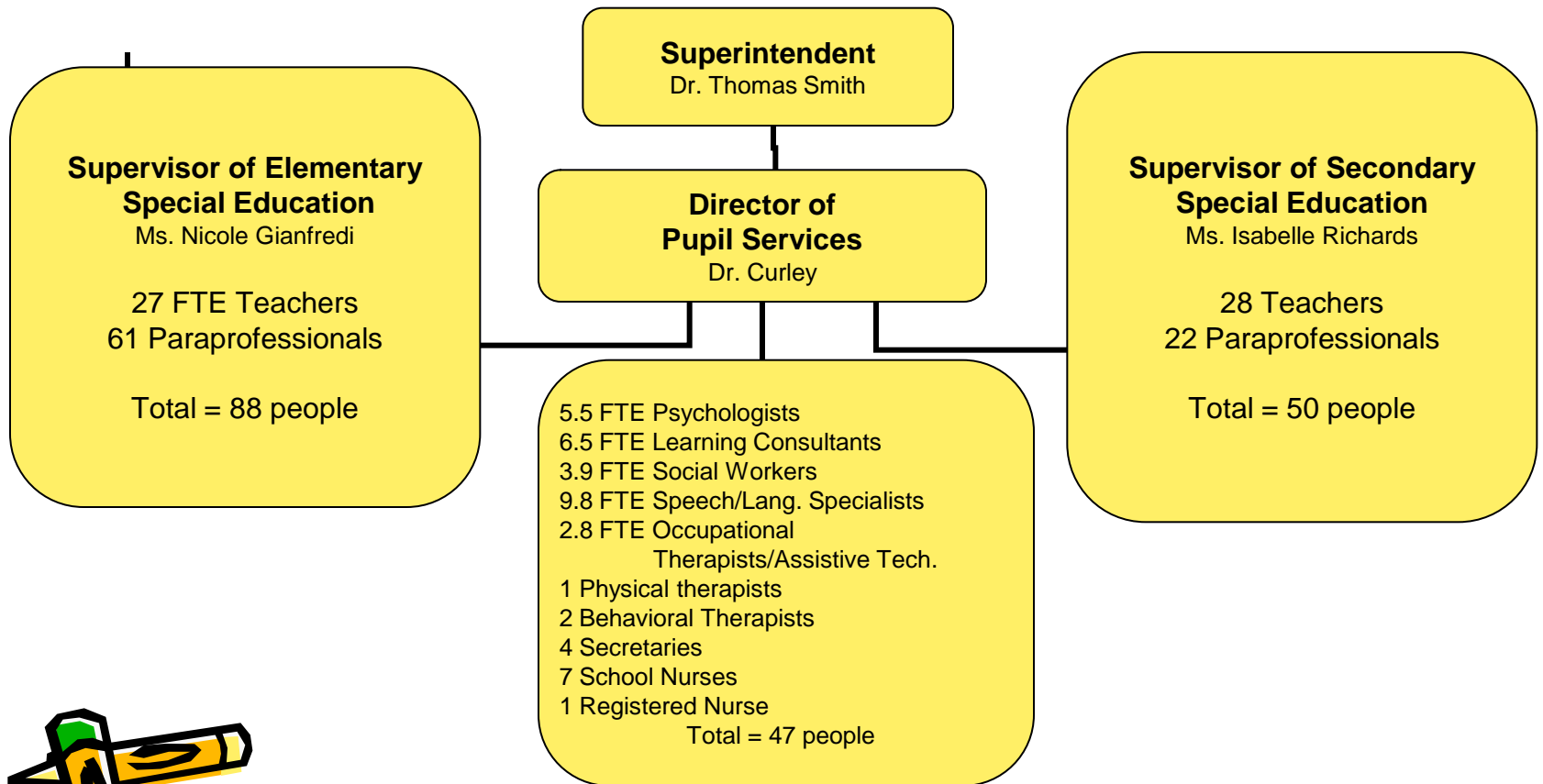
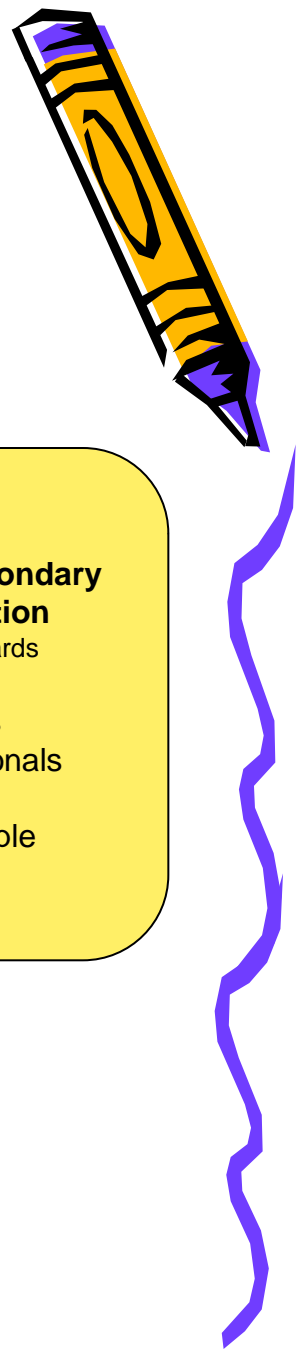
PD = Preschool Disabled

SLD = Specific Learning Disability



*Data from ASSA Reports (Application for Student School Aid)

Organizational Chart Special Education Department



Total Department Members = 185 people

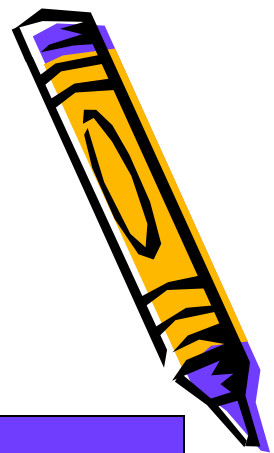


Child Study Team

- Psychologist

- Learning Disabilities Teacher Consultant

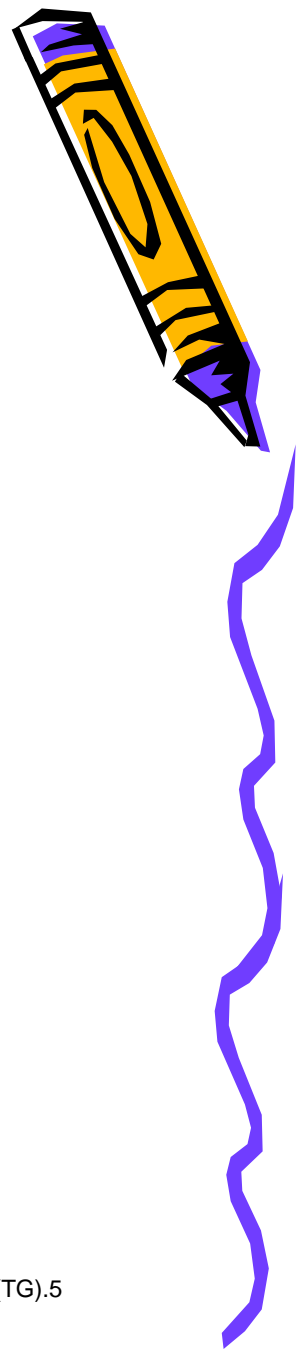
- Social Worker



PSYCHOLOGIST

- Case Management
 - Evaluations
- Crisis Management
 - Counseling

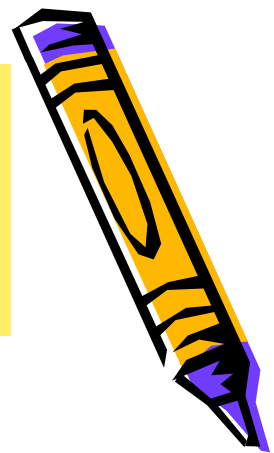
Joanna Strauch (CHS)
Bobbi Hannmann (CHS)
Jeff Cobb (TL)
Mickey Coakley (HE/SB)
Beth Hoffman (BT)
Victoria Radabaugh (TG).5



Learning Disabilities Teacher Consultant

- Case Management
 - Evaluations
- Classroom Collaboration

Micki Wisdom
Beth O'Brien
Nicole Dolan
Carol Weidemann
Colleen Morrison
Rebecca Goldstein
Michelle Maglione



Social Workers

- Case Management
 - Evaluations
 - Counseling

Audrey Fiscor
Jennifer Singer
Lori Leopardi
Diane Dempsey
Deb Gainer



Related Services

Speech Therapists

8 FTE direct service providers

2 FTE in-class collaborative practitioners

Physical
Therapist

1.0 FTE

Intervention Specialists

2 FTE

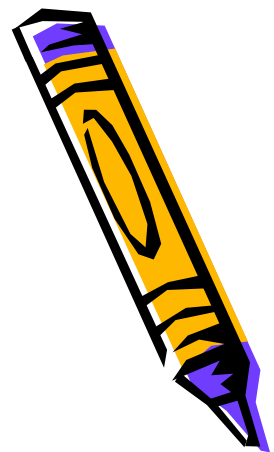
Occupational Therapy

2.1 FTE

Purchased Evaluations

Assistive
Technology

.5 FTE



Related Services

Speech Therapists

Carol Hanson Marci Josephson
•Caroline Harbat Carline Kimble
•Tammy Croak Melissa Wenner
•Jeanne Luzzi Judy Leitzes

Physical Therapist

Etta Bray

Intervention Specialists

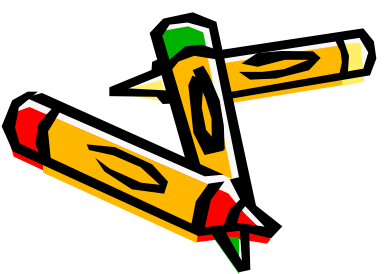
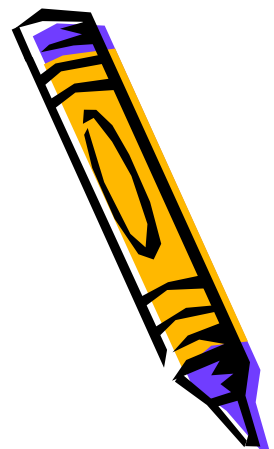
Lindsay Hilsen
Amy Kratchman

Occupational Therapy

Michelle Davis
CharisseTodman

Assistive Technology

Becky Lovett



Professional Services

Evaluations (evaluations, independent evaluation)

- Psychology
- Social
- Learning
- Neurodevelopmental
- Medical
- Neuropsychological
- Neurological
- Psychiatric
- Audiology

Consultant Services (training staff on specific techniques):

- ABA
- Cochlear Implant
- Social Skills
- Staff Training

Alternative to Staffing:

- CST Services
- Related Services
- School Psychologist

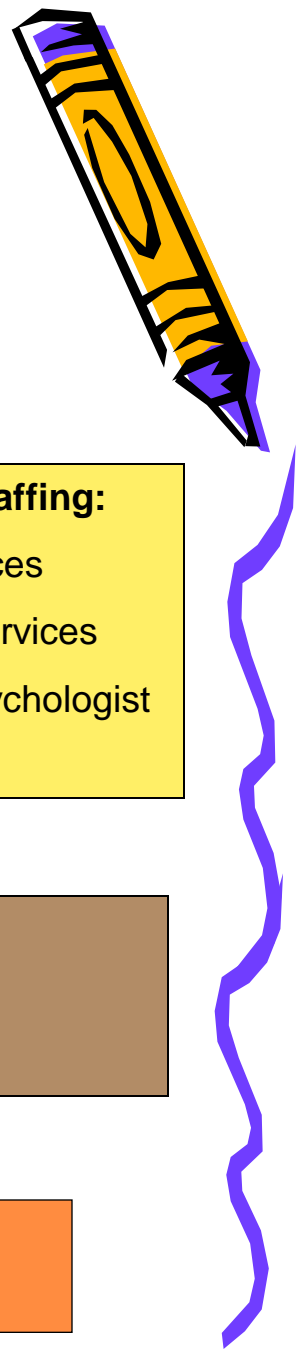
Nursing Services: (Private Duty Nurses)

Job Coaching:
APL Associates

Home Services:

- Identified Students

School Physicians:



Paraprofessionals

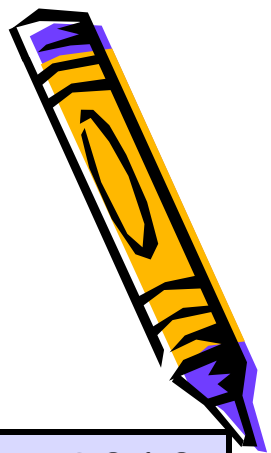


- ✓ A teacher aide may provide supplementary support to a student or students . . . In areas including but not limited to the following:
 1. Prompting, cueing and redirecting student participation;
 2. Reinforcing of personal, social, behavioral, and academic learning goals;
 3. Organizing and managing materials and activities; and
 4. Implementation of teacher-designed follow-up and practice activities.

N.J.A.C. 6A:14-4.5(b)



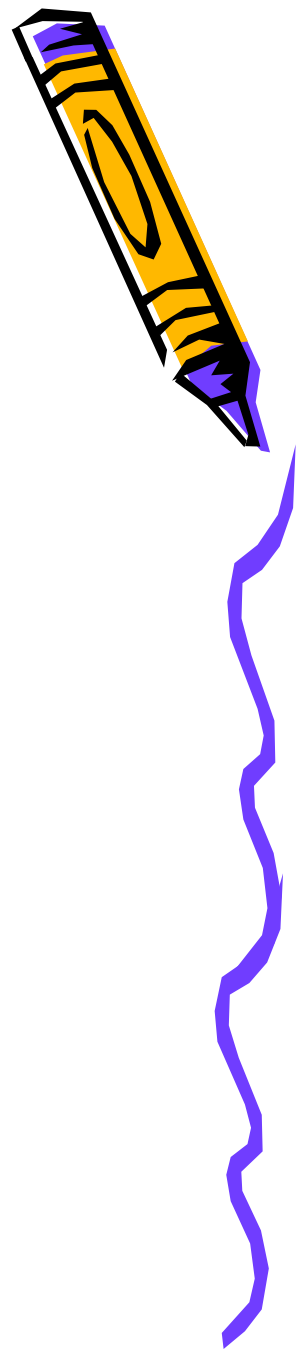
Out-of-District Students



2006 - 2007	2007 - 2008	2008 - 2009	2009 - 2010
79 students	71 students	75 students	67 students



Private Schools We Have Used



- Bancroft (Residential)
- Bridge Academy
- Center School
- Children's Day
- East Mountain
- Hunderton Learning Center
- Kingsway
- Midland

- P.C.D.I.
- Y.A.L.E.
- Woods (Residential)
- New Hope Academy
- Rock Brook
- Rugby
- Titusville
- [UMDNJ](#)
- [Methany \(Residential\)](#)



Paraprofessionals

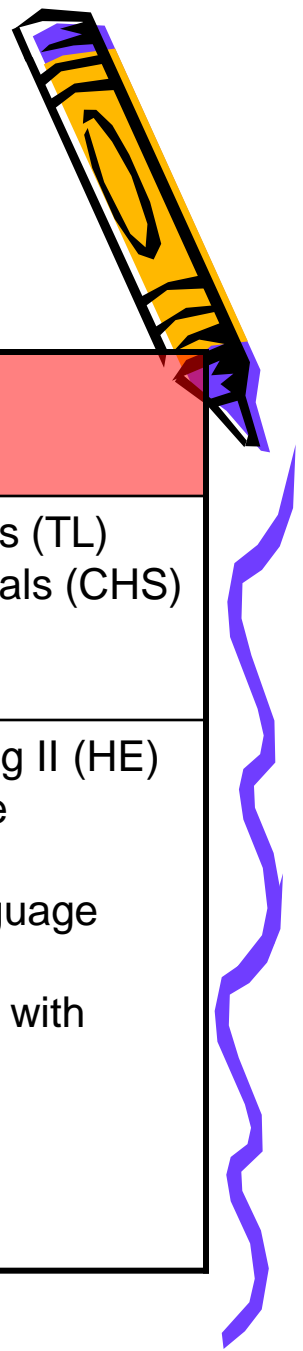


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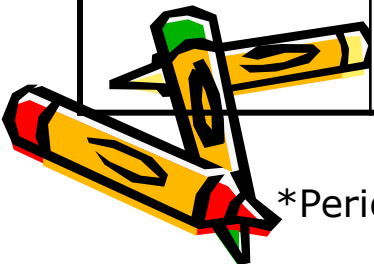
N.J.A.C. 6A:14-4.5(b)



In-district Program Choices for School Age Special Education Students (in addition to general education)



	Collaboratives* (gen. ed + spec. ed.)	Resource*	Special Class
Secondary	<ul style="list-style-type: none"> ✓ 16 Language Arts ✓ 11 Math ✓ 13 Social Studies ✓ 22 Science 	<ul style="list-style-type: none"> ✓ 17 Language Arts ✓ 12 Math ✓ 8 Social Studies ✓ 34 Support 	<ul style="list-style-type: none"> ✓ Applied Academics (TL) ✓ Academic Essentials (CHS)
Elementary	<ul style="list-style-type: none"> ✓ 5 Language Arts ✓ 2 Math ✓ 3 Science ✓ 3 Social Studies ✓ Kindergarten (TG) 	<ul style="list-style-type: none"> ✓ 17 Language Arts ✓ 18 Math ✓ 4 Support 	<ul style="list-style-type: none"> ✓ Academic Learning II (HE) ✓ Primary Language Learning (SB) ✓ Intermediate Language Learning (SB) ✓ Class for Children with Autism II (SB) ✓ K-1 (BT)



*Periods per day

A large yellow diamond shape is centered on a white background. At the top left, a red crayon is shown with a red squiggly line extending from its tip. At the bottom right, a blue crayon is shown with a blue squiggly line extending from its tip. The text "Elementary Special Education" and "PreK - 5" is centered within the yellow diamond.

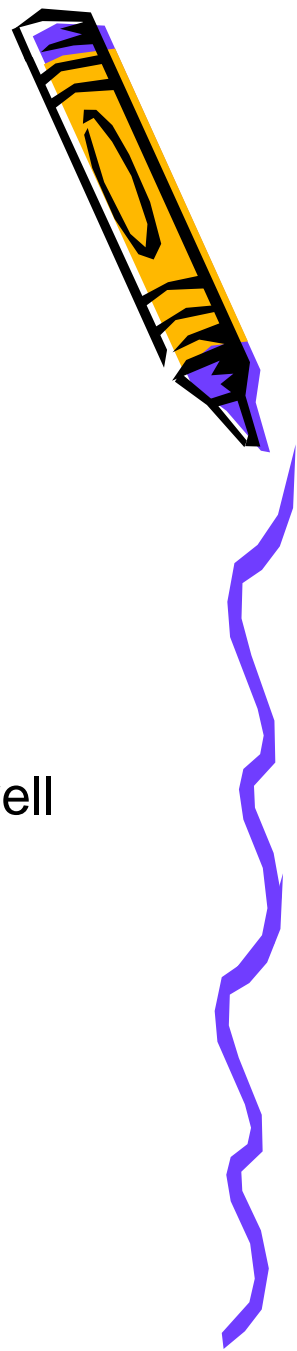
Elementary Special Education
PreK - 5

A Continuum of Programs

- Elementary special education offers a continuum of programs. We place children in the least restrictive environment, and teachers work hard to ensure the learning and success of their students.
 - Preschool
 - Collaborative Subjects
 - Resource Center
 - Special Classes



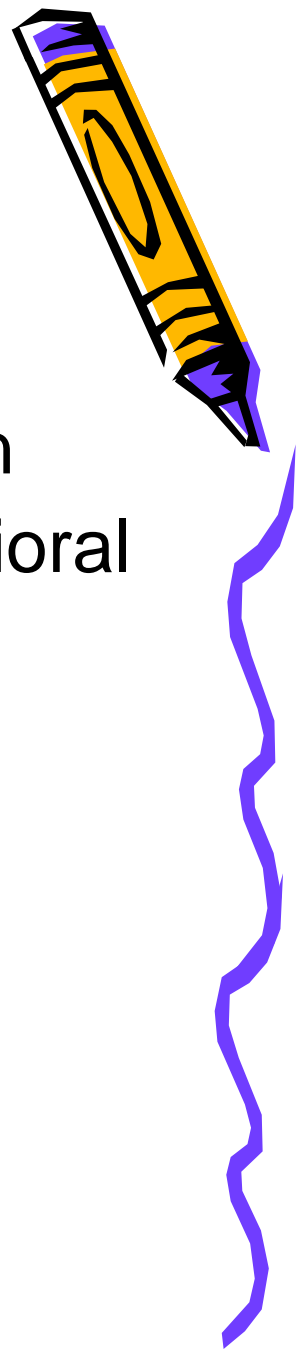
Preschool Programs



- Located at Bear Tavern
- Three different programs
 - PEECH
 - Preschool & Early Education for Children of Hopewell
 - SKIP
 - Special Kids in Preschool
 - SKIP +
 - Special Kids in Preschool



Foundations of the Preschool Programs

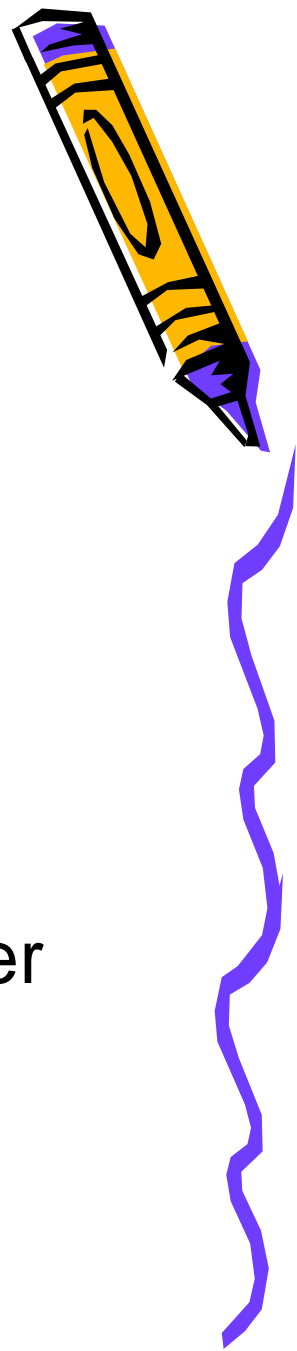


- Developmentally, differentiated instruction
- Based on the principles of Applied Behavioral Analysis (ABA)
- Social / Behavioral Supports
- Related Services
- Professional Development
- Integration Opportunities
- Home - School Connection

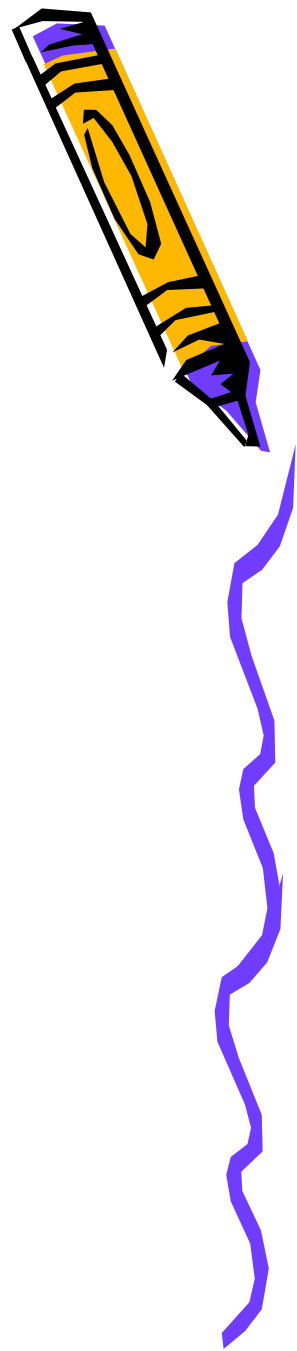


SKIP+

- Full Day Program (9:00 - 3:00)
- All students are classified 'Preschool Disabled'
- Lowest student / teacher ratio
- Discrete trial instruction
- Natural environment teaching / training
- Pairing of students with teachers and other students
- Prompt hierarchy



SKIP+



- Predictable, consistent and individualized picture schedule
- Functional Language Skills
 - Picture Exchange Communication System (PECS)
 - Sign Language
 - Individual Table Time (ITT)
 - PECS Training



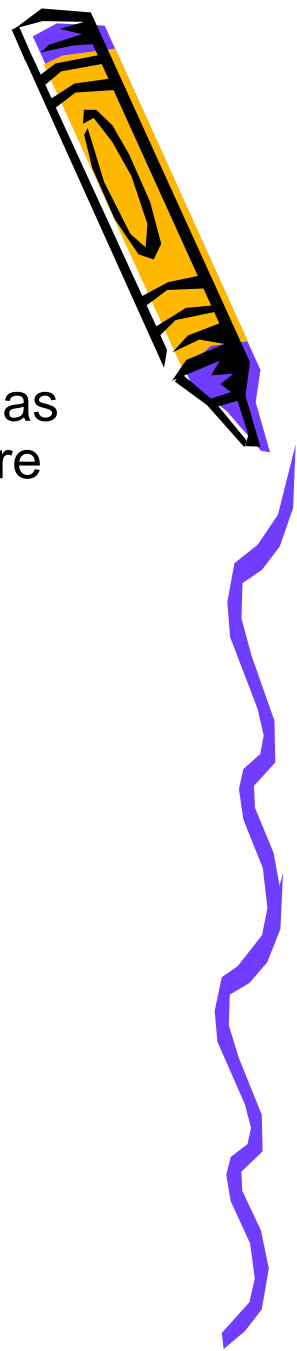
SKIP



- Full Day Program (9:00 - 3:00)
- All students are classified 'Preschool Disabled'
- Low student / teacher ratio
- Instruction tailored to developmental levels and IEP goals / objectives
- Thematic approach to learning
 - Language, vocabulary and experience rich instruction
- Integration of therapies into the classroom
 - Gross motor group, large group speech



PEECH



- Integrated Preschool program
 - The class consists of some children are classified with as “Preschool Disabled” and general education children are from the HV community
- Half Day Program - 4 sections
 - AM - 9:00 - 11:30 (ages 3 and 4)
 - PM - 12:30 - 3:00 (ages 4 and 5)
- Utilize the Creative Curriculum
- General education costs for 2009 - 2010
 - Tuition \$1600.00.
 - Busing is provided for \$500.00



PEECH

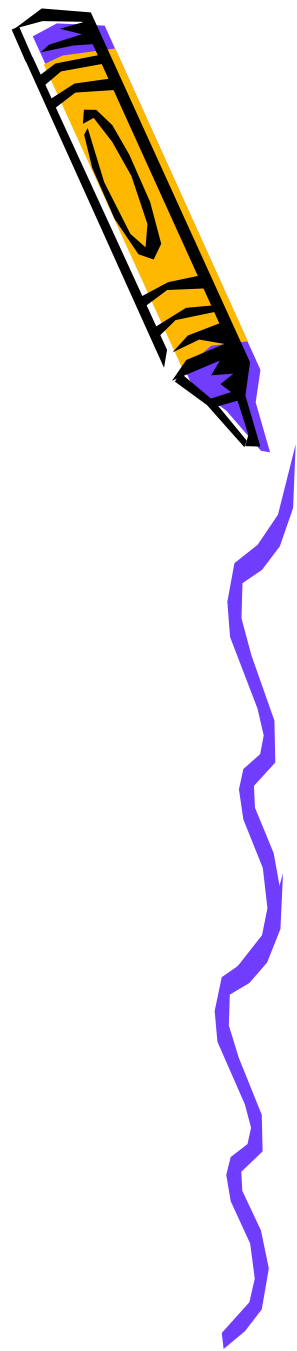


- Designed to offer children the opportunity to learn and play with age-appropriate peers with and without developmental challenges
- Skills are developed in the following areas through play centers
 - Perceptual motor
 - Social / Language Development
 - Language and Emergent Literacy
 - Gross Motor
 - Sensory Experience
 - Creative Representation
 - Mathematic skills



Elementary Programs

- Collaborative Kindergarten
- Collaborative Programs
- Resource Programs
- Special Class K-2
- Special Class 3 - 5
- Language Learning Class I (LLCI)
- Language Learning Class II (LLC II)
- Class for Children with Autism (CCA)



Collaborative Kindergarten

- Located at Toll Gate
- Two teachers (general education & special education) for the entire kindergarten day
- Extended day for students with IEPs
 - Students stay for lunch and a period of resource with the special education teacher
- Utilize the district kindergarten curriculum map
 - Differentiation for all learners
- Follows ABA principles
 - Natural Environment Training



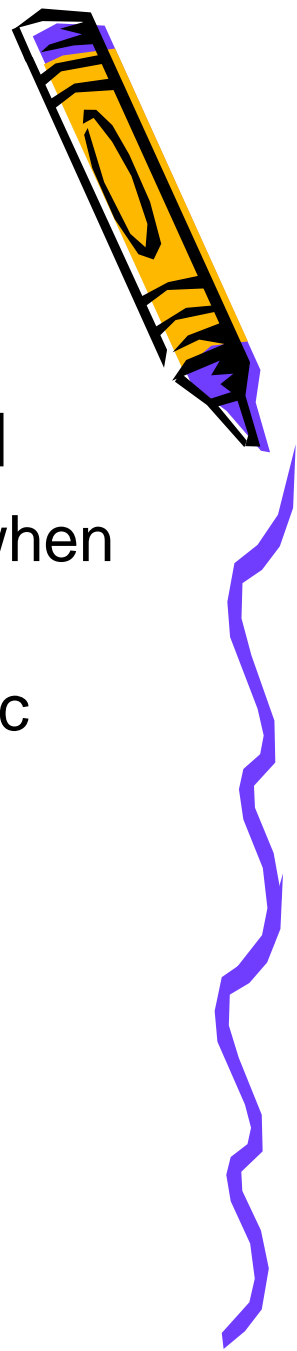
Collaborative Kindergarten

- Kindergarten Class

- Wilson Foundations
- Variety of manipulatives
- Sensory motor breaks
- Social Skills instruction with the Speech Therapist

- Resource Period

- Pre / Re teach when necessary
- Focus on specific social skills



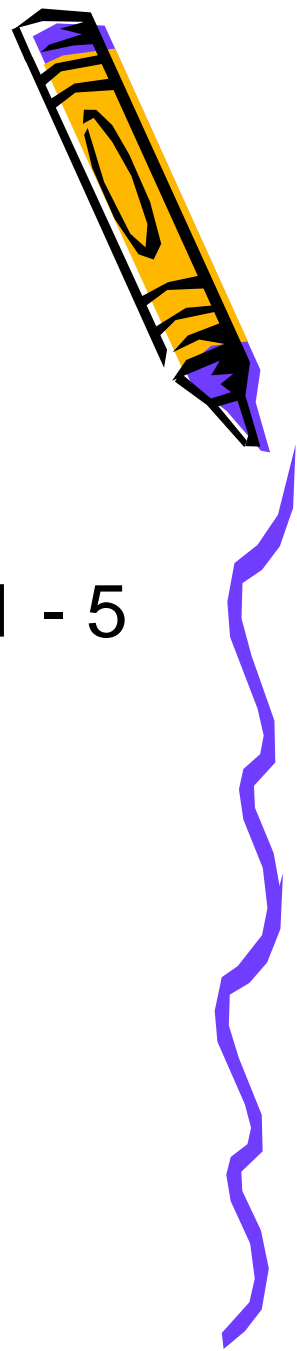
Collaborative Periods

- Utilize the district curriculum maps and materials, modifying as needed
 - Everyday Mathematics, Guided Reading, Word Journeys, etc.
- Individual, small and large group instruction by both teachers
- Opportunities to utilize technology
- A great opportunity for all students



Resource Center

- Resource centers are offered at all elementary schools.
- Resource classes are offered for grades 1 - 5 in math and reading / language arts
- Maximum class size is 9 students.
- Provides a smaller learning environment where learning materials are modified, supplemented and even replaced.



Special Classes



- Students spend a larger portion of the day in this small group setting.
- Each student in special class is a member of a general education homeroom and integrates as appropriate (i.e - specials, morning meeting)
- There are three types of Special Classes
 - Language Learning, Special Class and Class for Children with Autism

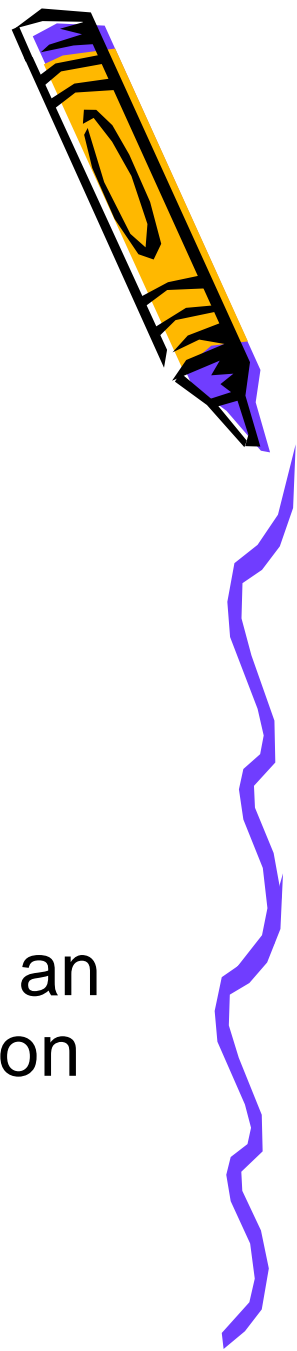


Special Class

- A small learning environment for students with special needs.
- All core subjects are instructed in special class (math, reading, language arts, science, social studies, social skills)
- Teachers use grade level curriculum map and topics as a guide for instruction
 - Replacement learning materials are used to help students develop a foundation in essential skills. As students become more secure, general education materials are introduced.



Special Class K - 2



- Located at Bear Tavern
- Currently kindergarteners and first grade students
- ABA principles, including discrete trial instruction are utilized when necessary
- Students are integrated into general education classes. This is determined on an individual basis, and each child's integration plan can vary.



Special Class 3 - 5

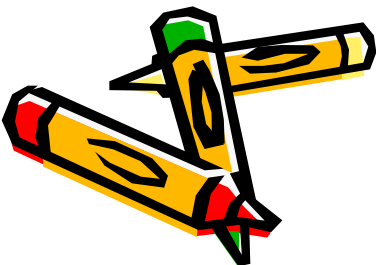
- Housed at Hopewell Elementary
- Currently third and fifth grade students
- Utilizing specialized reading programs
 - Wilson, Edmark Reading Program
- Special education teacher incorporates topics and projects from the general education science and social studies classes to create a solid learning experience.

Tasks are broken down to ensure the understanding, comprehension and success of students.



Language Learning Class

- Located at Stony Brook
- Co-taught by a special education teacher and a speech / language therapist
- Students receive reading / language arts and math instruction in the LLC classroom
- Science / social studies can be taught in the smaller setting or in the general education based on the needs of each student
- Children receive daily speech



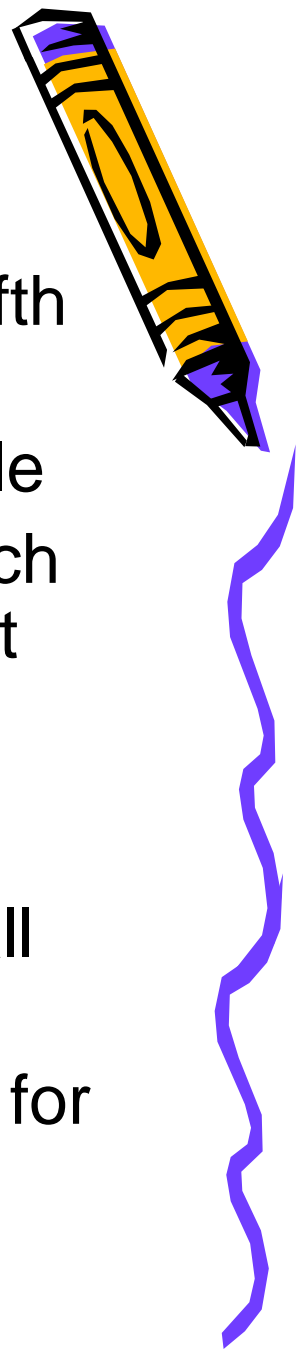
LLC I

- First and second grade students
- Currently students attend general education social studies and science lessons
 - teacher or therapist support the students in the classroom
- pre/re teach as needed



LLC II

- Third, fourth and fifth grade students
- Structured schedule
- Teacher and speech /language therapist modify grade level science and social studies to ensure understanding of all learners.
- Prepares students for the transition to middle school.



Class for Children with Autism CCA

- Low Student / Teacher Ratio
- Individual Instruction
- Natural Environment Teaching / Training
- Pairing of Students with teachers and other students
- Prompt Hierarchy



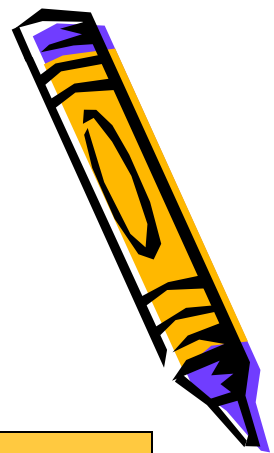


Secondary Special Education
Grades 6-12

Secondary Special Education Programs

- Resource Classes (Special Education)

- Collaborative Classes (General & Special Ed.)

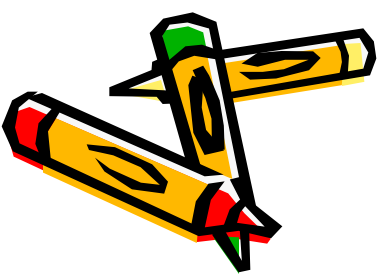
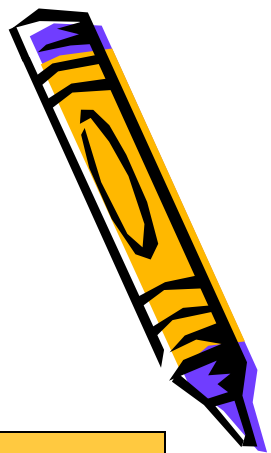


Resource Classes

These are Replacement classes in core Subjects like English, SS, Math, Science.

There are also Resource classes in Learning Skills, Transition, and Social Skills.

All classes are taught by a certified Special Education Teacher.

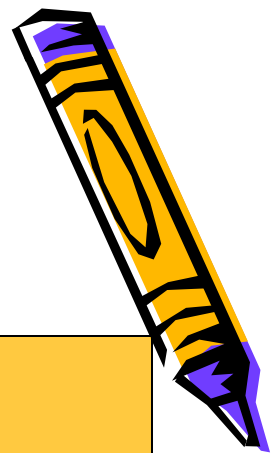


Resource Classes

All students in these classes have an IEP and are eligible for Special Education and related Services.

Class size is 9 students with a Special Education teacher.

Class size can increase to 12 students if there is a Special Education teacher AND a Paraprofessional.

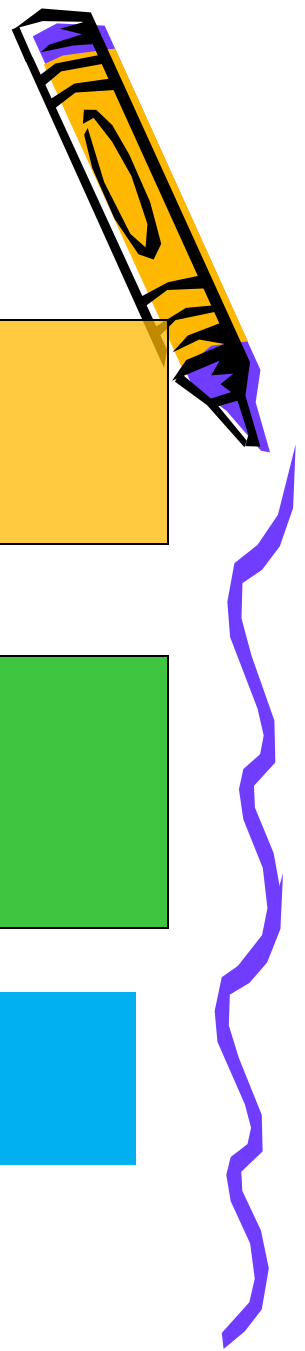


Collaborative Classes

These classes offer in-class support in core Subjects like English, Social Studies, Math, Science.

All classes are co-taught by a certified Special Education Teacher and a certified General Education teacher.

There is a maximum of 10 Special Education students permitted.

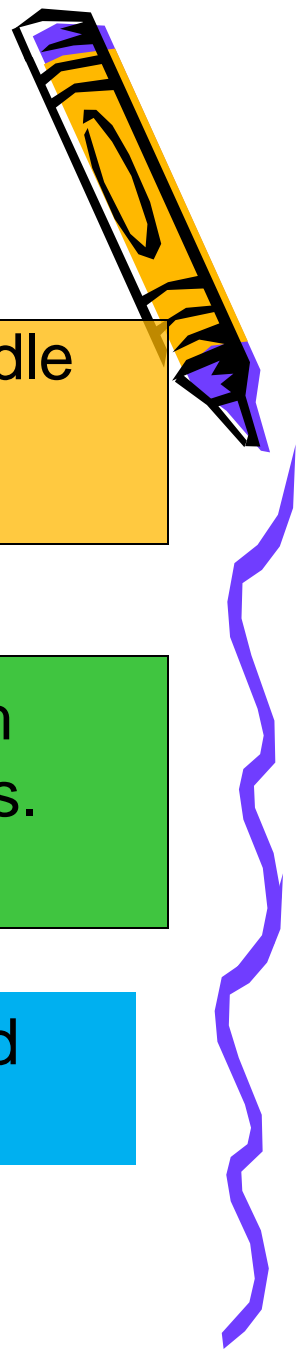


Applied Academics Program

These are Resource classes at Timberlane Middle School in core subjects like English, Social Studies, Math, Science.

This program is designed to assist students with academic, communication and social challenges. Instruction is individualized.

There is an emphasis on transitional issues and the acquisition of social skills.

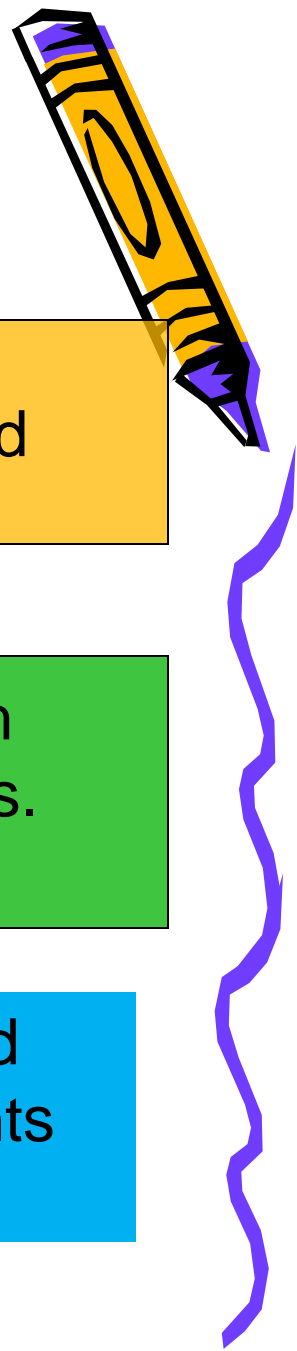


Applied Academics Program

These are Resource classes at Central High School in core subjects as well as Transition and Social Skills.

This program is designed to assist students with academic, communication and social challenges. Instruction is individualized.

There is an emphasis on transitional issues and the acquisition of social skills to prepare students for post high school experiences.



STAFFING

All Special Education teachers are required to be certified as:

- Teachers of Students with Disabilities
AND
- Highly Qualified in the subject they teach



Paraprofessionals



- ✓ A teacher aide may provide supplementary support to a student or students . . . In areas including but not limited to the following:
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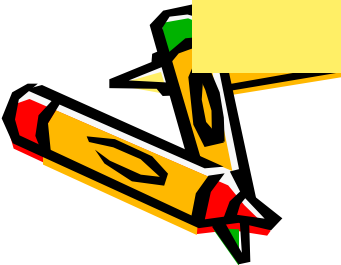
N.J.A.C. 6A:14-4.5(b)



Transition Services

- ✓ The transition services as defined by IDEA shall consist of a coordinated set of activities for a student with disability that is designed within a results-oriented process, that is focused on improving the academic and functional achievement of a student with a disability to facilitate the student movement from school to post school activities Services shall include (1) instruction; (2) related services; (3) community experiences; (4) development of employment and other post school adult living objectives; and (5) if appropriate, acquisition of daily living skills and functional vocational evaluation.

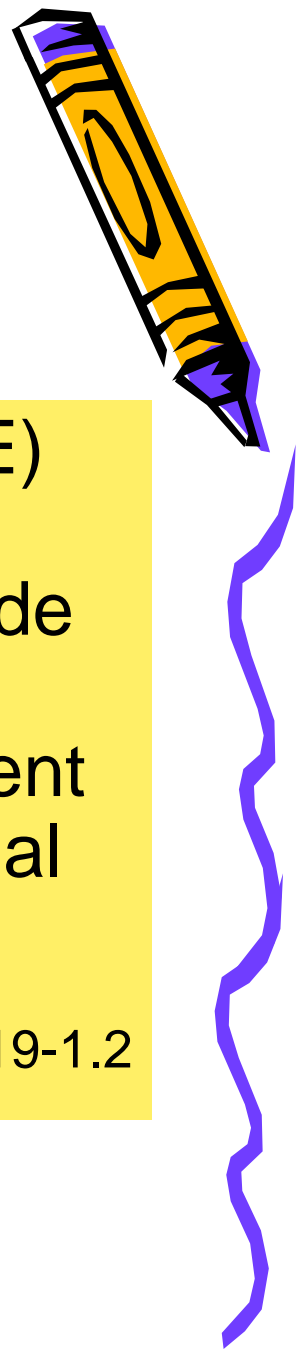
N.J.A.C. 6A:14-3.7(e)12



Structured Learning Experiences

- ✓ A Structured Learning Experience (SLE) means experiential, supervised educational activities designed to provide students with exposure to job activities and to assist them in gaining employment skills and making career and educational decisions.

N.J.A.C. 6A:19-1.2



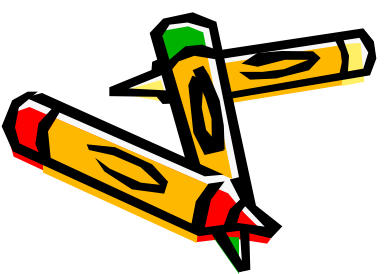
Structured Learning Experiences

Hopewell Valley Regional
School District Maintenance
Department

Sodexho

Crayations

Hopewell Valley Regional School
District Counseling Department



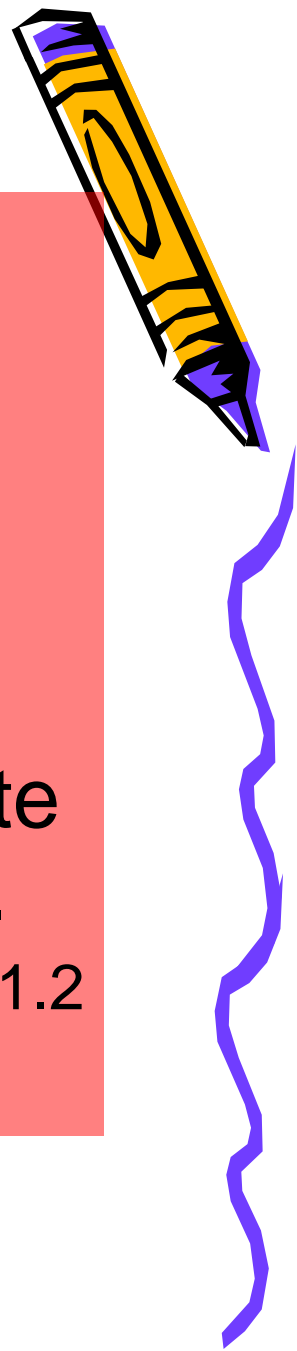


CRISTON'S
Cupations
A more than can be said, in
to your Art.
191026
201 Princeton, NJ 08542
MAP 171 4987 ext. 101A

Community Based Instruction

- ✓ Community Based Instruction (CBI) means an instructional method involving the use of sustained and repeated instructional activities that takes place in various natural community environments outside of the school building in order to facilitate skill development and generalization.

N.J.A.C. 6A:19-1.2



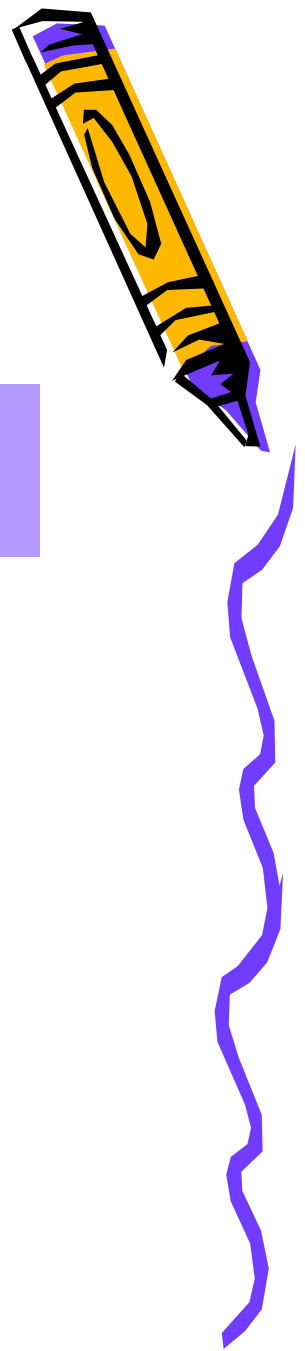
Community Based Instruction

Cooking at Wildflowers

Mall
Shopping

Bus training

Visiting Rider University





DO NOT
ENTER

ONE WAY