



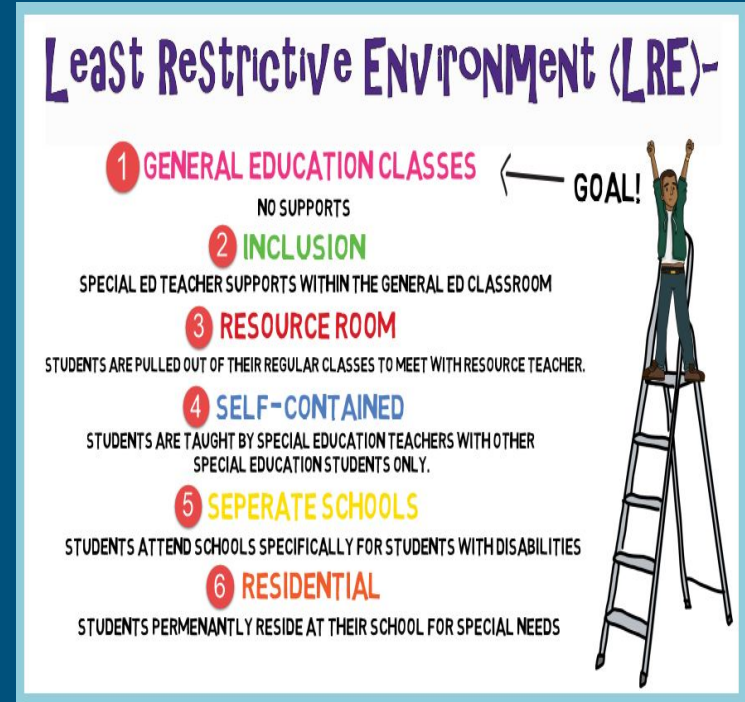
Special Education Classrooms

SEPAC
November 14, 2019



Least Restrictive Environment (LRE)

1. Your child should be with kids in general education to the, “Maximum extent that is appropriate.”
2. Special classes, separate schools or removal from the general education class should only happen when your child’s learning or attention issue—his “disability” under IDEA – is so severe that supplementary aids and services can’t provide him with an appropriate education.



Student Placement is Not Set in Stone

“Educators sometimes have a fixed perception about what that student needs. Some believe that a diagnosis of a disability inherently means the student will always struggle in the same way. These perceptions can end up trapping students in certain interventions or settings for far too long.” - Laura Waters, NJLeftBehind.org

- CST gathers information through evaluations and makes placement recommendation.
- Placement is a combination between teacher input, student evaluations, and case manager interpretation of scores.

Classification Indicators

* Specific Learning Disability

* Other Health Impaired

* Communication Impaired

Intellectually Disabled

Autism

Preschool With a Disability

Multiple Disabilities

Visually Impaired

Emotionally Disturbed

Speech and Language Impairment

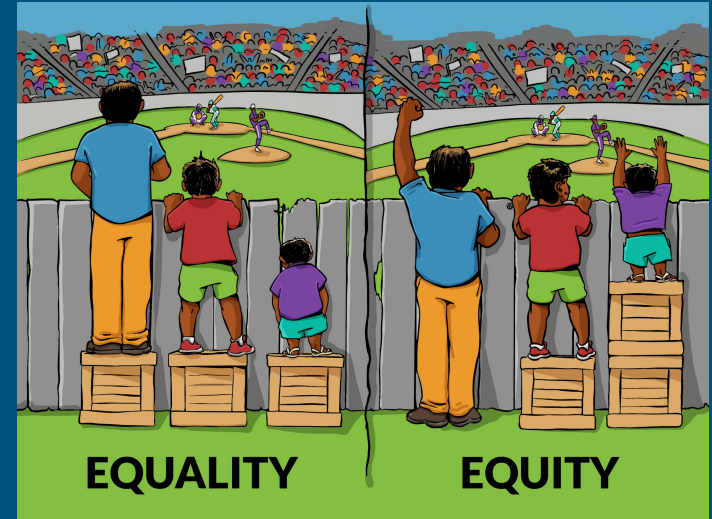
Integrated Preschool



- There are 2 sessions of preschool each 2.5 hours.
 - The ratio of general education to special education students is 50/50.
 - The ages range from 3-5.
- Students are referred to the Child Study Team from Early Intervention or parental request.
 - Students receiving services are classified as preschooler with a disability.
- At Noecker, there is a dual-certified teacher in the classroom with two support staff, keeping our ratio of staff to students low. We work in whole groups, small groups and 1:1 settings.
- We use monthly themes for our activities and engage in play based and hands on learning activities.
- Materials and lessons are modified to the child depending on the topic.
 - We also modify using visual supports or environmental supports.
 - Some Examples:
 - During our pumpkin exploration, some students count seeds, some put them in to equal groups and others write out how many are in each group to make addition sentences.
 - They may use a different type of chair for circle time
 - Use of a “Look” visual when walking in the hallway

Inclusion Classrooms

- Grade level standards based Curriculum
- Curriculum dictates pacing
 - Knowing their needs based on their IEP
 - Using materials on their level to apply the skills (supported/independently)
- Different grade levels can benefit from different inclusion models



Resource Room Classrooms

- Instruction focuses on foundational skills that are needed to be successful within the general education classroom or grade level standard based growth is stagnant.
- Students dictate pacing
 - May need a longer time to master a skill
 - Teacher freedom to adjust lesson sequence or time spent
- Needs modified curriculum to work towards grade level standards
 - Lessons implemented to strengthen grade level skills/IEP goals
 - Supplemental materials are utilized daily and needed for skill acquisition (ie. on level mentor texts, Up The Ladder Writer's Workshop, etc.)
- Homework and tests are modified to fit alternative curriculum and needs of students

LLD Classroom

- The Learning and/or Language Disabilities Classroom is a small group setting for students with mild to moderate disabilities.
- The New Jersey Core Curriculum is presented to all students through individualized and specialized instructional strategies with an emphasis on language-based instruction.
 - The specialized instructional materials and strategies are aligned with the academic performance level of the individual students.
 - Support is provided by the Speech/Language, Occupational, Physical Therapists, Child Study Team members, as well as trained paraprofessionals.
 - When appropriate, a life skills component is implemented.
- A class-wide positive behavioral system is an integral part of the program as well as the development of social and interpersonal skills.
- Students participate in general education with their peers to the maximum extent possible. Most often this includes: Science, Social Studies, specials, lunch, and assemblies.

ABA Classroom

- Data driven classroom and program
 - Taken daily, expanded over time and analyzed
- Students' typically all have individualized behavioral plan to address behavioral needs
- Pacing is determined by students' individual needs and shaped over time.
 - Students instruction develops over time through mastery of the set within the objective
- Curriculum developed based on students' IEP goals and objectives.
 - DTI
 - IOA
 - Life Skills
 - All Subjects are covered

Parent Committee Members

- Cindy Sellitto
- Suzanne Brock
- Jacqueline Parato

Parent Committee Members

- Goals of SEPAC
- Vision for Future