


DEPARTMENT OF SPECIAL SERVICES
Township of Union Public Schools
M-E-M-O-R-A-N-D-U-M

TO: Pat Ditri

FROM: Joseph T. Seugling

RE: Board Agenda 

DATE: 2013-08-02

The committee recommends and I so move that the board approve the establishment of The Behavioral Disabilities Self Contained Secondary Class Program listed below at Union Senior High School effective September 9, 2013 in accordance with the information in the hands of each board member.

Behavioral Disabilities

ESTABLISH

New Jersey State Department of Education
Union County Office of Education

Request to Establish or Eliminate a Special Education Program or Service

Complete **both** pages of this form and send to the county office of education for review and approval. **It is not necessary to complete this form to continue an existing program, unless the building location of the program is being changed in which case 2 forms are needed (one to eliminate in one building and one to establish in another building.)**

District: Township of Union Public Schools School: Union Senior High School
Date: 2013-08-02

Check One: Establish a Program/Service Eliminate a Program/Service

Check Type of Program:

Preschool/Elementary Resource Program:

- Pull-out supplementary
- Pull-out support
- Pull-out replacement
- In-class supplementary
- In-class support
- In-class replacement

Secondary Resource Program¹:

- Pull-out supplementary
- Pull-out support
- Pull-out replacement
- In-class supplementary
- In-class support
- In-class replacement

Elementary Special Class Program: (not K)

- Auditory Impairments
- Autism
- Behavioral Disabilities
- Cognitive Impairments, mild
- Cognitive Impairments, moderate
- Cognitive Impairments, severe
- Learning/ Language Disabilities, mild/moderate
- Learning/ Language Disabilities, severe
- Multiple Disabilities
- Preschool Disabilities
- Visual Impairments

Secondary Special Class Program²:

- Auditory Impairments
- Autism
- Behavioral Disabilities
- Cognitive Impairments, mild
- Cognitive Impairments, moderate
- Cognitive Impairments, severe
- Learning/ Language Disabilities mild/moderate
- Learning/ Language Disabilities, severe
- Multiple Disabilities
- Visual Impairments
- Secondary Special Class (taught by general education teacher)

Extended School Year Program

Other program/service, please specify: _____

Note: Each newly proposed resource program, special class program and service must be located in a space that has been approved by the County Superintendent of Schools. Forms for substandard use are available in the county office. Facility approval must be obtained before approval of the request to establish a new program can be granted.

¹ Secondary resource programs are located in schools that contain any combination of grades 6 through 12, where the organizational structure is departmentalized for general education students.

² Secondary special class programs are located in schools that contain any combination of grades 6 through 12, where the organizational structure is departmentalized for general education students.

On a separate page, describe your request based on the following corresponding criteria/questions. Please check your forms for accuracy. Errors may result in denial and return for corrections.

To Establish a New Program/Service

1. Document the unmet student needs that will be addressed by the proposed program.
2. Describe the proposed program and explain how it will meet student needs:
 - a. Identify the **age range** and number of students to be served.
 - b. How will the Core Curriculum Content Standards be addressed?
 - c. How does this program address least restrictive environment?
 - d. What opportunities will be available for interaction with non-disabled peers?
 - e. State the number of professional and paraprofessional staff. For paraprofessional staff submit the locally developed job description and standards for approval (N.J.A.C. 6:11-4.6(c)).

To Eliminate a Program/Service

1. Provide a rationale for eliminating the program/service.
2. If the elimination of the special education program/service will result in a change to one or more students' current IEP(s), describe how the students' needs will be met. Indicate whether all IEP's of affected students have been amended with agreement of the student's parent(s).

I assure that the attached proposal to establish a new program/service is in accordance with New Jersey Administrative Code (N.J.A.C.) 6A:14, Special Education and N.J.A.C. 6A:26, Educational Facilities. (Attach the Board Resolution approving the establishment of the new program.)

Board Approval Date: _____ **Signed:** _____
(Chief School Administrator)

I assure that any change in a student's program/placement necessitated by eliminating the special education program/service described in the attached proposal will be implemented in accordance with N.J.A.C. 6A:14, Special Education. (Attach the Board Resolution approving the elimination of the program/service.)

Board Approval Date: _____ **Signed:** _____
(Chief School Administrator)

Approved _____ Denied _____ Comments _____
Signed: _____ Date _____ (County Supervisor of Child Study)

1. The students' IEP's will be reflective of the program placements. Their goals and objectives will be addressed in a less restrictive environment with proper supports and related services, by providing a full day Behavioral Disabilities class at the high school level, rather than in an out-of-district setting. Therefore, there are no unmet student needs.
2.
 - a) The age range for two sections will be from 14.0 to 18.0 years of age at this time. The age range for one section will be from 16.0 to 20.0 years at this time. Each section will not exceed 12 students.
 - b) The Core Curriculum Content Standards and the Common Core State Standards will be met through the district curriculum.
 - c) If this class is not established in district, then an out-of-district placement would be sought. Students can remain in district, as a result of the established class.
 - d) This class per students' IEP's will provide the opportunity for students to interact with non-disabled peers.
 - e) One certified teacher and one paraprofessional will be needed.

PARA PROFESSIONAL

QUALIFICATION:

1. High School diploma required.
2. Para Professional Assessment certification or 60 College credits preferred
3. Successful experience working with children
4. Knowledge of child growth and development and appropriate classroom practices
5. Good oral and written communication skills
6. Required criminal history background check and proof of US citizenship or legal resident alien status

REPORTS TO:

Principal/Classroom Teacher

SUPERVISES:

Assists in the supervision of classroom activities under the direction and supervision of the certified classroom teacher, principal or other designated certified personnel.

JOB GOAL:

To promote the achievement of students' educational goals and learning objectives by providing supplemental and clerical services to assist the classroom teacher.

PERFORMANCE RESPONSIBILITIES:

1. Assist the classroom teacher in the delivery of an effective instructional program.
2. Works with individual students or small groups of students to reinforce learning of material or skills introduced by the teacher.
3. Operates and cares for equipment used in the classroom for instructional purposes.
4. Helps student's master equipment or instructional materials assigned by the teacher.
5. Distributes and collects workbook, papers, and other materials for instruction.
6. Guides independent study, enrichment work, and remedial work assigned by the teacher.
7. Assists with the supervision of students during emergency drills, assemblies, play periods, and field trips.
8. Helps the teacher to plan and maintain bulletin boards and other classroom learning displays.
9. Read to students, listens to students read, and participates in other forms of oral communication with students.

10. Checks notebooks, corrects papers, and supervises testing and make-up work, as assigned by the teacher.
11. Performs clerical duties related to the instructional program including attendance reports, collection of money, duplication of material, and distribution and return of notices to home.
12. Helps very young students with their clothing, snack time routine, and toileting activities.
13. Participates in in-service training as assigned.
14. Performs other related duties as assigned.