

**FREEHOLD BOROUGH SCHOOL DISTRICT**  
**280 Park Avenue Freehold, NJ 07728**  
**Monmouth County**

**Office of Curriculum & Instruction**



**Grades PreK-8**

**Special Education Self Contained Program Plan**

Board Adoption Date: June 24, 2024

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## **Freehold Borough School District**

### **District Mission**

We will inspire the creativity and imagination of all students and empower them as knowledgeable, skillful, and confident learners who flourish and contribute willingly in a changing world.

### **Core Beliefs**

#### **We believe that:**

- All people have inherent worth.
- Lifelong learning is basic to the survival and advancement of society.
- The primary influence on the individual's development is the family in all its forms.
- Valuing diversity is essential to individual growth and the advancement of society.
- All individuals have strengths and human potential has no known limits.
- Democracy thrives when individuals accept responsibility for their choices.
- Being trustworthy builds trust.
- Creativity and imagination are essential for society to flourish.
- A safe environment is essential for the well-being of the individual and for society to flourish.
- Applied Behavior Analysis (ABA) principles will help students grow academically and behaviorally.

# Special Education Self-Contained Program Plan

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## **Program Overview**

For children with special needs, a classroom environment with 20 to 30 students can become overwhelming and possibly cause them to fall behind in their learning. The self-contained classroom focuses on the idea of smaller groups, a more close-knit environment, and one-on-one attention. This can help children with special needs feel safe while fostering creativity and learning. This alternative classroom setting provides support and structure for children whose educational needs are not met by general education.

This program plan was developed to provide additional support to special education teachers. This ensures that self-contained students get the exposure they need in meeting their grade level standards, while meeting the goals outlined in their Individualized Educational Plan. This program plan allows teachers to use supplemental resources and support to accommodate the general education program to the needs and abilities of students with special needs.

## Pre School

### General Curriculum

Appropriate academic instruction is aligned to the *New Jersey Student Learning Standards* and provides for modifications and accommodations. The integrated preschool program utilizes the *Tools of the Mind* curriculum and the *Handwriting Without Tears* program. Instruction is delivered in accordance with the individualized goals and objectives developed for each student. Students are taught through individual, small-group, and large-group instruction.

Applied Behavior Analysis (ABA) principles are used in all the preschool classrooms. The implementation of these evidence-based strategies helps students grow academically and behaviorally.

The *Tools of the Mind* activities are designed to develop every student's self-regulation and for each student to be scaffolded to their academic level.

A *Tools of the Mind* daily schedule includes:

<b>General Curriculum</b>	<b>Self-Contained modified approach</b>
<i>Arrival/Mystery Question</i> <ul style="list-style-type: none"><li>● Unpack belongings</li><li>● Students find their name and answer the mystery question about colors, shapes, letters, or numbers</li></ul>	<i>Arrival/Mystery Question</i> <ul style="list-style-type: none"><li>● Unpack belongings</li><li>● Life skills: dressing skills, toileting procedures, washing hands</li></ul>
<i>Breakfast</i> <ul style="list-style-type: none"><li>● Life skills/self-help skills</li><li>● Communication skills</li></ul>	<i>Breakfast</i> <ul style="list-style-type: none"><li>● Life skills: eating independently, cleaning up</li><li>● Fine motor skills: opening items, using utensils</li><li>● Communication skills: manding/requesting</li></ul>
<i>Opening Group</i> <ul style="list-style-type: none"><li>● Message of the Day</li><li>● Share the News</li><li>● Timeline Calendar</li></ul>	<i>Opening Group</i> <ul style="list-style-type: none"><li>● Greetings</li><li>● Reviewing rules/listening song</li><li>● Calendar</li></ul>

<ul style="list-style-type: none"> <li>● Weather Graphing</li> <li>● Attention-focusing activities (i.e., fingerplays, songs, chants)</li> <li>● Self-regulation games (i.e., freeze games, movement songs)</li> </ul>	<ul style="list-style-type: none"> <li>● Weather</li> <li>● Letter of the Week</li> <li>● Movement Breaks</li> <li>● Targeted skills: appropriate sitting, motor imitation, waiting, turn-taking, fine motor movements, and gross motor movements</li> </ul>
<p><i>Graphics Practice</i></p> <ul style="list-style-type: none"> <li>● Self-regulation</li> <li>● Writing/fine motor skills</li> <li>● Private speech</li> <li>● Increase working memory</li> </ul>	<p><i>Graphics Practice</i></p> <ul style="list-style-type: none"> <li>● Using appropriate pencil grip</li> <li>● Tracing name and lines</li> <li>● Copying lines</li> </ul>
<p><i>Buddy Reading</i></p> <ul style="list-style-type: none"> <li>● Students are partnered with a peer to read</li> <li>● Use of visual cards for lip and ear to distinguish the reader from the listener</li> </ul>	<p><i>Buddy Reading</i></p> <ul style="list-style-type: none"> <li>● Students are partnered with a peer or teacher to read</li> <li>● Use of visual cards for lip and ear to distinguish the reader from the listener</li> <li>● Using appropriate book handling skills</li> <li>● Waiting skills</li> </ul>
<p><i>Small Group</i></p> <ul style="list-style-type: none"> <li>● Literacy: Buddy Reading, “I Have-Who Has,” Graphics Practice</li> <li>● Math: Remember and Replicate, “I Have -Who Has,” Making Collections, Numerals Game, Attribute Game, Math Memory, Venger Drawing, Number Line Hopscotch, Patterns with Manipulatives</li> <li>● Science: Science Eyes</li> </ul>	<p><i>Small Group</i></p> <ul style="list-style-type: none"> <li>● Art: following directions, replicating a model, process art</li> <li>● Literacy: letter activities, Buddy Reading</li> <li>● Math: number activities</li> <li>● Science: Science experiments, life cycles</li> <li>● Sensory: tactile activities</li> </ul>
<p><i>Play Planning</i></p> <ul style="list-style-type: none"> <li>● Draw and write a plan of what they will do in the center or who they will be (i.e., “Today I am going to ___”)</li> <li>● Use of a color-coded center wheel with clothespin to plan where students will play</li> <li>● Centers include: <ul style="list-style-type: none"> <li>○ Literacy</li> </ul> </li> </ul>	<p><i>Play Planning</i></p> <ul style="list-style-type: none"> <li>● Students move their picture to the play center of their choice</li> <li>● Centers include: <ul style="list-style-type: none"> <li>○ Literacy</li> <li>○ Housekeeping/Dramatic Play</li> <li>○ Science/Sensory</li> <li>○ Blocks</li> <li>○ Art/Fine Motor</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Housekeeping/Dramatic Play</li> <li>○ Science/Sensory</li> <li>○ Blocks</li> <li>○ Art/Fine Motor</li> <li>○ Math/Manipulatives/Table Toys</li> </ul>	<ul style="list-style-type: none"> <li>○ Math/Manipulatives/Table Toys</li> </ul>
<p><i>Make-Believe Play</i></p> <ul style="list-style-type: none"> <li>● Themes: Family, Grocery Store, Restaurant, Hospital, Pet/Vet, etc.</li> <li>● Prop making</li> <li>● Skills: Math, Self-Regulation, Pre-Reading and Pre-Writing, Socialization</li> <li>● Afternoon play: free choice</li> <li>● Clean up song: self-regulation</li> </ul>	<p><i>Make-Believe Play</i></p> <ul style="list-style-type: none"> <li>● Practice turn taking and sharing</li> <li>● Types of Play: <ul style="list-style-type: none"> <li>○ Parallel play</li> <li>○ Independent play</li> <li>○ Cause-and-Effect play</li> <li>○ Cooperative play</li> <li>○ Appropriate play according to function</li> <li>○ Movement play</li> <li>○ Social play</li> </ul> </li> </ul>
<p><i>Outdoor Play</i></p> <ul style="list-style-type: none"> <li>● Integrated play</li> </ul>	<p><i>Outdoor Play</i></p> <ul style="list-style-type: none"> <li>● Integrated play</li> <li>● Waiting skills</li> <li>● Cooperative play</li> </ul>
<p><i>Lunch</i></p> <ul style="list-style-type: none"> <li>● Life Skills</li> <li>● Conversational/Social Skills</li> </ul>	<p><i>Lunch</i></p> <ul style="list-style-type: none"> <li>● Life skills: eating independently, cleaning up</li> <li>● Fine motor skills: opening items, using utensils</li> <li>● Communication skills: manding/requesting</li> </ul>
<p><i>Rest</i></p>	<p><i>Rest</i></p>
<p><i>Story Lab</i></p> <ul style="list-style-type: none"> <li>● Builds skills <ul style="list-style-type: none"> <li>○ Listening comprehension</li> <li>○ Oral language</li> <li>○ Vocabulary</li> <li>○ Memory</li> </ul> </li> <li>● Small Group/Paired: <ul style="list-style-type: none"> <li>○ Buddy Reading</li> <li>○ Graphics Practice</li> </ul> </li> <li>● Large Group: <ul style="list-style-type: none"> <li>○ Active Listening</li> <li>○ Connections</li> </ul> </li> </ul>	<p><i>Story Time</i></p> <ul style="list-style-type: none"> <li>● Modified based on the level of the class</li> <li>● Teacher read-aloud</li> <li>● Building skills: <ul style="list-style-type: none"> <li>○ Listener Response</li> <li>○ Listening comprehension</li> <li>○ Oral language</li> <li>○ Vocabulary: tacting/labeling</li> </ul> </li> <li>● Large Group: <ul style="list-style-type: none"> <li>○ Active Listening</li> <li>○ Connections</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Character Empathy</li> <li>○ Learning Facts</li> <li>○ Story Extensions</li> <li>○ Story Grammar</li> <li>○ Predictions and Inferences</li> </ul>	<ul style="list-style-type: none"> <li>○ Vocabulary</li> <li>○ Targeted skills: appropriate sitting, motor imitation, waiting, turn-taking, fine motor movements, and gross motor movements</li> </ul>
<p><i>Closing Group/Dismissal</i></p> <ul style="list-style-type: none"> <li>● Review Mystery Question</li> <li>● Packing up</li> </ul>	<p><i>Dismissal</i></p> <ul style="list-style-type: none"> <li>● Life Skills: putting on jacket and backpack</li> <li>● Fine motor skills: buttoning/zippering</li> <li>● Goodbye songs</li> </ul>

### **Supplemental Materials and Resources**

- *VB-MAPP* Assessment
- Academic Assessments
- *Handwriting Without Tears* program
- *New Jersey Preschool Teaching and Learning Standards*
- *New Jersey Early Childhood Education Preschool Classroom Teaching Guidelines*
- *Boardmaker*
- *Teachers Pay Teachers* resources
- *The Autism Helper* trainings and resources
- *Autism Little Learners* resources
- *Boom Learning* (boom cards)
- BCBA-made positive behavior supports
- Teacher-created materials
- Science-based activities
- Calm down/cozy corner with calming and sensory materials
- Sensory hallway/wall
- Social Emotional Learning resources (i.e., yoga, breathing visuals)
- Music/instruments
- *YouTube* academic videos and movement breaks
- Peer Inclusion during play time and recess
- School wide PBIS receiving tiger tickets for friendship, leadership, and community
- Star student of the month
- Assemblies to engage student learning (i.e., K-9 visit, Bubble Guy, Magic Show, Wacky Science, Jungle Dave)
- Parent Days for community involvement

## **Data and Assessment**

- Assessments:
  - VB-MAPP (Verbal Behavior-Milestones Assessment and Placement Program) is used in self-contained preschool classrooms to assess students
    - VB-MAPP Milestones Assessment provides a representative sample of a child's existing verbal and related skills. The assessment contains 170 measurable learning and language milestones that are sequenced and balanced across 3 developmental levels (0-18 months, 18-30 months, and 30-48 months). The skills assessed include mand, tact, echoic, intraverbal, listener, motor imitation, independent play, social and social play, visual perceptual and matching-to-sample, linguistic structure, group and classroom skills, and early academics.
    - Early Echoic Skills Assessment (EESA) evaluates the ability to echo, or repeat, what is heard.
    - VB-MAPP Barriers Assessment provides an assessment of 24 common learning and language acquisition barriers. The barriers include behavior problems, instructional control, defective mands, defective tacts, defective echoic, defective imitation, defective visual perception and matching-to-sample, defective listener skills, defective intraverbal, defective social skills, prompt dependency, scrolling, defective scanning, defective conditional discriminations, failure to generalize, weak motivators, response requirement weakens the motivators, reinforcer dependency, self-stimulation, defective articulation, obsessive-compulsive behavior, hyperactive behavior, failure to make eye contact, and sensory defensiveness.
  - Teacher-made preschool academic assessments are used in all preschool classes
    - Students are assessed on shape, color, number, and letter recognition, drawing Matman, and writing/tracing their names
- Data:
  - Data is collected on students' individualized programs and is accumulated in students' binders
    - Programs are based on IEP (Individualized Education Plan) goals and are taught through discrete trial teaching and natural environment learning
  - Group data is collected for large group activities (i.e., morning meeting, play)

- Anecdotal notes
- Behavior data is collected to understand the function of behaviors
  - ABC data to record the antecedent (the events, action, or circumstances that occur before a behavior), behavior (what the student was doing), and consequence (the action or response that followed the behavior)
  - Frequency/count data to record the number of times a behavior occurs within a specific time frame
  - Duration data to record how long the behavior occurred
  - Partial-interval recording data to record any occurrences of the behavior during that time interval
- Toilet training data
- Task analysis data on life skills
- Progress Reports are completed three times a year on IEP goals and objectives

### **Instructional Approaches**

Preschool Self-Contained classes utilize ABA principles providing discrete trial teaching and natural environment teaching. A modified general education curriculum is used to supplement instruction. Instructional approaches include:

- Discrete Trial Teaching:
  - Teaching a skill in simplified and structured steps
  - Breaking skills down into smaller components, teaching one step at a time
  - Each discrete trial consists of an Antecedent (the instruction), a Behavior (the correct response), and a Consequence (reinforcement delivery)
- Natural Environment Teaching:
  - Allowing learning to be natural and fun
  - Incorporating skills into play
  - Generalizing skills
- Incorporating behavior intervention plans:
  - Using positive behavior supports to reduce challenging behavior
  - Using antecedent strategies to prevent challenging behaviors
  - Using consequential strategies to reduce challenging behaviors or increase appropriate behaviors
- Following a prompt hierarchy to promote independence (From least to most restrictive)
  - Verbal prompts
  - Gestural prompts
  - Modeling

- Partial Physical prompting
- Full physical prompting
- Utilizing visual schedules and timers as a prompt to transition to the next activity
- Modifying lessons based on each student's sensory and behavioral needs
- Using clear and concrete language to enhance learning
- Implementing play-based learning
- Providing Social-Emotional Learning strategies
- Multi-sensory instruction
- Providing positive reinforcement
- Establishing rules of the school environment
- Individualizing instruction
- Providing emotional support
- Encouraging communication
  - AAC devices
  - Sign language
  - Echoics and vocalizations
- Implementing hands-on experiences
- Reflecting the culture in the classroom environment
- Incorporating cultures into activities
- Using natural and logical consequences

### **Additional Supports**

- **Social Supports**
  - School Counselor
  - BCBA (Board Certified Behavior Analyst)
  - Child Study Team
    - School Psychologist
    - LDT-C (Learning Disability Teacher Consultant)
    - Social Worker
- **Emotional Supports**
  - School Counselor
  - BCBA
  - Child Study Team
- **Behavioral Supports**
  - BCBA
- **Related Services**
  - Occupational Therapist (OT)
  - Speech Therapist
  - Physical Therapist (PT)

- BCBA (Social Groups)

## **Grades K-2**

### Multiple Disabilities (MD) Program

An MD Classroom is a self-contained program for students who learn their schoolwork in different ways. Learning occurs by teaching the students modified grade level curriculum according to what they know so far. This enables the teacher to introduce what the students are expected to learn next. Each student has their own Individual Education Plan which informs all concerned about strengths and weaknesses. This program focuses on both academic and functional-based programming for students to assist them in developing independence in the educational setting. MD classes are staffed by certified Special Education Teachers. MD Self-Contained Teachers design lessons for students based on information from the following sources, but not limited to:

- New Jersey Learning Standards for English Language Arts
- Letterland Program
  - ❖ Letterland is a foundational skills curriculum that brings together Letterland's multisensory phonics instruction with an integrated phonological awareness strand. It's a comprehensive early literacy program that is easy to implement, is child-friendly and aligned to the Science of Reading.
- Project Read Program Guidelines
  - ❖ Project Read is a multisensory language arts curriculum designed for use in a classroom or group setting. Two main objectives of the program are to use language in all its forms, and to use responsive instruction rather than pre planned textbook lessons. The program emphasizes direct instruction, and lessons move from letter-sounds to words, sentences, and stories. Project Read has three strands: Phonics/Linguistics, Reading Comprehension, and Written Expression, which are integrated at all grade levels, though the emphasis of the specific strands differs by grade.
- Ready Math
- Comprehension Strategies
  - Reading Strategies
  - Writing Strategies
  - My Math
  - Touch Math
  - Math Strategies
  - District Approved Curriculum Guides
  - Teacher-made resources

<b>General Curriculum</b>	<b>Self-Contained modified approach</b>
Letterland Schoolwide Reading and Writing	<ul style="list-style-type: none"> <li>● Project Read</li> <li>● Modified Letterland</li> <li>● Teacher made resources</li> </ul>
Ready Math	<ul style="list-style-type: none"> <li>● Ready Math Modified</li> <li>● My Math</li> <li>● Teacher made resources</li> </ul>
New Jersey Student Learning Standards: Science/Social Studies – K-2	<ul style="list-style-type: none"> <li>● Themed Units</li> <li>● Teacher made resources</li> <li>● Mystery Science</li> </ul>

**Supplemental Materials and Resources**

Supplementary instruction is provided to students with disabilities in addition to the primary instruction for the subject being taught. The program of supplementary instruction shall be specified in the student's IEP. Below are ELA and Math resources that are available but not limited to use.

<b><u>ELA</u></b>	<b><u>MATH</u></b>
<ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Letterland Workbooks</li> <li>● Project Read</li> <li>● Sensory-friendly centers created by the teacher</li> <li>● Scholastic News</li> <li>● Reading A - Z</li> <li>● Raz-Kids</li> <li>● Decodable Leveled Readers</li> <li>● Teacher Made Writing Units</li> </ul>	<ul style="list-style-type: none"> <li>● i-Ready</li> <li>● Touch Math</li> <li>● Teachers Made Worksheets</li> <li>● Sensory-friendly centers created by the teacher</li> </ul>

**Data and Assessment**

Self-Contained Teachers shall maintain written documentation, including data, setting forth the type of goal tracking to be utilized, the frequency and duration of each goal, and the effectiveness. Teachers utilize the following assessments, but not limited to:

- i-Ready Reading and Math Diagnostic BOY, MOY, EOY
- Weekly Math Assessments
- Teacher-Made Portfolios
- Comprehension Quick Checks
- Fountas and Pinnell Leveled Reading Assessment
- Access for ELL's .
- Teacher-Made Assessments
  - Letter Recognition
  - Number Recognition
  - Sight Word Recognition

### **Instructional Strategies**

**Morning Meeting:** A structured daily routine that provides a supportive transition for students as they enter into the classroom—is an engaging way to start the school day while fostering collaboration and kindness. Morning Meeting provides a visual and sensory friendly approach to the start of the day. Teachers share videos, songs and provide opportunities for social skills during this time.

**Whole Group:** allows the teacher to expose students to grade work curriculum through discussions with necessary accommodations to meet an individual's learning needs.

**Small Group:** In small-group instruction, the classroom teacher pulls a small number of students aside to teach a particular skill or concept. The group size can range from two to six students. The teacher will bring students to an area in the class designated for small-group instruction. During small-group, teachers can differentiate students into ability/grade levels and learning styles.

**One-to One Instruction:** One-on-one teaching occurs when students receive individualized instruction from an educator. This personalized time allows for teachers to provide differentiated lessons based on the student's specific needs. Teachers can concentrate on student weaknesses and assess progress to tailor future learning goals and assess progress on IEP goals.

**Themed Units:** Immerse students in vocab & concepts while reinforcing academic skills with themed units uniquely designed for each class. The theme units are designed to enhance and further student's language development, vocabulary, reading, and math skills through hands-on and visually supported lessons and activities.

- Hands-on learners
- Students who need repetition & varied practice in order to progress and generalize skills

- |  |
|--|
| <ul style="list-style-type: none"><li>• Classrooms with students at multiple levels</li><li>• Students with language-based disabilities such as autism</li></ul> |
|--|

### **Horizontal and Vertical Articulations:**

- Horizontal articulation facilitates content-specific collaborative conversations amongst self contained teachers (e.g. meet during common plc time).
- Vertical articulation facilitates content-specific collaborative conversations amongst teachers across grade-level bands and courses (e.g., self-contained meet with gen ed leaders about pacing and grade level curriculum.)
- There will be fewer gaps in the curriculum, and we will be able to see how the content builds.
- Teachers will have collaborative discussions pertaining to difficulties students are having with standards within the given grade level and articulate such issues to the next grade level/teacher. Brainstorming instructional strategies and corresponding curriculum alignment will help teachers better prepare their students.
- The goal is to improve and transition self-contained students into the least restrictive environment when possible.

### **Additional Supports**

- **Social/Emotional Support** - CST, School Counselor, Tiger Friends (The “Tiger Friend” program is used for students struggling socially, emotionally, and/or academically who are partnered up with a staff member to be mentored (similar to a Big Brother program).
- **Behavioral Supports** - School Behaviorist, CST, Classroom Management,
- **Related Services** - OT, PT, Speech, Counseling

## **Grades 3-5**

### **General Curriculum**

At Park Avenue Elementary School (grades 3 - 5), there are various settings for children with Individualized Education Plans (IEP's). Students that qualify for special education and related services are to be placed in the least restrictive environment. Park Avenue offers three types of program settings listed below from least restrictive to most restrictive environment.

- 1.) In-Class Support Program (ICS)
- 2.) Pull-Out Resource Program (POR)
- 3.) Self-Contained Program (SC)

The goal is for each student to be placed in the most appropriate environment that will set them up for success in the classroom. The Director of Special Services, the Child Study Team (CST) members, teachers and parents will discuss the appropriate setting for each individual student. On-going observations are made throughout the school year to monitor student progress in each setting and make a determination leading up to the child's annual review if it is time to stay in the most restrictive environment or explore options to move the student to a less restrictive environment.

Student's placed in a self-contained program will have a certified teacher in the area of Special Education as well as at least one class paraprofessional. At times, depending on the needs of a student or students, a one-on-one paraprofessional will be assigned or in the event two students require extra help and meet the criteria, a shared paraprofessional will be assigned to the specific students. This is something that would be listed in the child's Individualized Education Plan (IEP). The teachers are trained to work with students that have needs to be met that cannot be done in a General Education setting. The Special Education teachers goal is to provide students with special needs a skill set that will help them succeed to work towards grade level standards. In this setting, the teachers prepare lessons based on the district's curricula that individualize and personalize instruction. Students are exposed to grade level concepts, however, the teachers and students are working to bridge the gap. Teacher's also work with students on goals and objectives listed in each individual's IEP. On-going assessments (both formal and informal) as well as daily observations are made in order to adjust instruction based on results of what they are seeing and assessment data. Teachers are looking at the end goal of the standards and implement instructional strategies and modifications for the students to be successful in their program.

**Supplemental Materials and Resources:**

*In addition to the district approved materials for the general education settings, special education teachers utilize supplemental materials and resources on a daily basis to meet the needs of diverse learners. Below are ELA and Math resources that are available but not limited to use.*

<b><u>English Language Arts (ELA)</u></b>	
<b><i>Instructional Resources</i></b>	<b><i>Technology Resources</i></b>
<ul style="list-style-type: none"><li>● Wonders Reading Program<ul style="list-style-type: none"><li>○ Interactive Worktext, Your Turn Practice and Blackline Masters (Grammar, Phonics, Spelling, Vocab, Handwriting)</li></ul></li><li>● Grammar Minutes</li><li>● Project Read</li><li>● Multisensory Materials (salt, trays, felt paper, tactile materials)</li><li>● Explode the Code</li><li>● Lakeshore centers for reading, writing and phonics</li><li>● Authentic centers created by the teacher</li><li>● School Wide: Units of Study</li><li>● District approved curriculum guide<ul style="list-style-type: none"><li>○ Grade 3 Reading Curriculum</li><li>○ Grade 3 Writing Curriculum</li><li>○ <a href="#">Grade 4 Reading Curriculum</a></li><li>○ <a href="#">Grade 4 Writing Curriculum</a></li><li>○ <a href="#">Grade 5 Reading Curriculum</a></li><li>○ <a href="#">Grade 5 Writing Curriculum</a></li></ul></li><li>● Leveled Readers</li><li>● Decodable Readers/Controlled Reading Passages</li><li>● Selected novels for reading instruction determined by knowledge of</li></ul>	<ul style="list-style-type: none"><li>● Clever Applications<ul style="list-style-type: none"><li>○ Schoolwide Fundamentals</li><li>○ Common Lit</li><li>○ Brain Pop</li><li>○ Enchanted Learning</li><li>○ Epic Books</li><li>○ Scholastic News</li><li>○ News ELA</li><li>○ Spelling City</li><li>○ iXL</li><li>○ Flocabulary</li><li>○ MackinVIA</li><li>○ Scholastic News</li><li>○ Reading A - Z</li><li>○ Vocabulary A - Z</li><li>○ Spelling City</li><li>○ Story Online</li><li>○ Teacher Tube</li></ul></li><li>● Raz-Kids</li><li>● Readworks.org</li><li>● Teachers Pay Teachers<ul style="list-style-type: none"><li>○ Price varies on download or FREE resources</li></ul></li><li>● Super Teacher Worksheets (\$20/year)</li><li>● Grade Level Google Drive (team leaders will give the grade level access)</li><li>● Additional ELA resources/websites for teachers and students (not listed in Clever)</li></ul>

students and/or instructional strategies being taught	<ul style="list-style-type: none"> <li>○ <a href="#">Resources to support ELA instruction</a></li> </ul>
<b><u>Mathematics</u></b>	
<b><i>Instructional Resources</i></b>	<b><i>Technology Resources</i></b>
<ul style="list-style-type: none"> <li>● Touch Math</li> <li>● Timed Fact Fluency Checks</li> <li>● Math Minutes</li> <li>● Authentic centers created by the teacher</li> <li>● Lakeshore math games</li> <li>● District approved curriculum guide <ul style="list-style-type: none"> <li>○ <a href="#">Grade 3 Math Curriculum</a></li> <li>○ <a href="#">Grade 4 Math Curriculum</a></li> <li>○ <a href="#">Grade 5 Math Curriculum</a></li> </ul> </li> <li>● Ready Math <ul style="list-style-type: none"> <li>○ <b>Grade 3</b> <ul style="list-style-type: none"> <li>■ <a href="#">Yearly Pacing for Prerequisites</a></li> <li>■ <a href="#">Pacing Guide for the Year</a></li> <li>■ <a href="#">Unit and Lesson Support</a></li> </ul> </li> <li>○ <b>Grade 4</b> <ul style="list-style-type: none"> <li>■ <a href="#">Yearly Pacing for Prerequisites</a></li> <li>■ <a href="#">Pacing Guide for the Year</a></li> <li>■ <a href="#">Unit and Lesson Support</a></li> </ul> </li> <li>○ <b>Grade 5</b> <ul style="list-style-type: none"> <li>■ <a href="#">Yearly Pacing for Prerequisites</a></li> <li>■ <a href="#">Pacing Guide for the Year</a></li> <li>■ <a href="#">Unit and Lesson Support</a></li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Clever Applications <ul style="list-style-type: none"> <li>○ Reflex Math for Fact Fluency</li> <li>○ iXL</li> <li>○ Kahoot</li> <li>○ iReady Teacher Toolbox</li> </ul> </li> <li>● Link It Skills Assessments</li> <li>● Grade Level Google Drive</li> <li>● Teachers Pay Teachers <ul style="list-style-type: none"> <li>○ Price varies on download or FREE resources</li> </ul> </li> <li>● Super Teacher Worksheets <ul style="list-style-type: none"> <li>○ \$20/year</li> </ul> </li> <li>● Additional math resources/websites for teachers and students (not listed in Clever) <ul style="list-style-type: none"> <li>○ <a href="#">Resources to support math instruction</a></li> </ul> </li> </ul>

**Data and Assessment:**

*Assessment data is a tool for teachers to look at their students/class performance. Data results can be used to drive instruction. It provides useful information for teachers to target the student’s specific strengths and weaknesses. The teachers can plan their instruction to focus on the areas of weakness to support in bridging the gap.*

<b><u>On-Going Assessments</u></b>	<b><u>District Assessments</u></b>
<ul style="list-style-type: none"><li>● Teacher informal and formal observations</li><li>● Anecdotal notes</li><li>● Checklists</li><li>● Conferencing</li><li>● Do Now’s</li><li>● Exit Slips/Check for understanding</li><li>● Writing Rubrics</li><li>● Peer Editing</li><li>● Reading Comprehension activities</li><li>● Teacher developed skill and strategy assessments</li><li>● Goals and Objectives listed in students IEPS</li><li>● Writing samples - see <i>on demand</i> below along with a sample <a href="#">immersion week</a></li></ul>	<ul style="list-style-type: none"><li>● ELA and Math iReady Diagnostic BOY, MOY, EOY</li><li>● LinkIt! Benchmark A, Benchmark B, Benchmark C</li><li>● Reflex Math Reports</li><li>● Fountas and Pinnell Leveled Reading Assessment</li><li>● Access for English Language Learners (ELL’s)</li><li>● Dynamic Learning Maps (DLM’s) is an alternative assessment for students with the most significant intellectual disabilities in ELA, Math and Science.</li><li>● <a href="#">iReady Literacy Tasks</a><ul style="list-style-type: none"><li>○ iReady Reading Fluency Practice</li><li>○ iReady Spelling and Encoding Benchmark Assessments</li><li>○ iReady Word Recognition Fluency Assessments</li></ul></li></ul>

**Horizontal and Vertical Articulation:** *Horizontal articulation ensures that curricula objectives, instruction, and assessment are matched across each grade level. Vertical articulation is the process of organizing curriculum from one grade level or content area to the next.*

<b><u>Horizontal Articulation</u></b>	<b><u>Vertical Articulation</u></b>
<ul style="list-style-type: none"><li>● How does the learning in different subjects relate in the same grade?</li><li>●</li></ul>	<ul style="list-style-type: none"><li>● How does the curriculum about a topic progress from grade to grade?</li><li>● Includes combining through the standards and determining where a student is coming from and where they</li></ul>

need to be by the end of the year

**Instructional Strategies:** *Instructional strategies are designed to determine an approach a teacher can use to achieve the lesson's learning goal.*

### **Systematic instruction**

- Multisensory based
  - VKAT (Visual, Kinesthetic, Auditory, Tactile)
  - Uses all learning pathways
  - Simultaneous link of eyes, ears, hands and voice
  - Links listening speaking and writing
  - Uses association, tracing, mnemonics, touch and movement
- Extensive review
- Cumulative review

### **Writing instruction:**

- Immersion is a critical step in the writing process – one that is often approached using authentic literature. While this is helpful, many children who are developing their sense of genre need to be exposed to student and teacher-written samples from each new genre they encounter.
- Doing a week of immersion is highly suggested when introducing a new unit of study
- See example of [immersion](#) week below
- Writing strategies for ***generating ideas***:
  - Picture cards/Google images
  - Picture collage with family and events
  - Provide life experiences as a class (ie: playground, leaf hunt, science experiment, class trip)
  - Spend more time brainstorming and talking about topics
  - Expectation should not have to be that the child has to write during “writing workshop”
  - Communicate with families, school/home journal as a form of writing homework
- Writing strategies for ***organization and structure***:
  - Plan on hand: first, next, last, or introduction, chapters and closing
  - Utilize technological devices (iPads/Smartphones), to record students “touching and telling” their stories
  - Reinforce using anchor charts as a point of reference
  - Paper choice (picture box, lined, Foundations lined paper) to assist them in letter formation
  - Provide word banks for students to use throughout their writing

- Useifix cubes to help students visualize how many words they will need for their sentences
- Touch lights or sound boxes - students can tap lights or use sound boxes to stretch out a word
- Highlight lines on writing paper to help students isolate each word they want to write
- Use a “spaceman” (decorated popsicle stick) for reminding them about spacing between words.

### **Writing - Sample Immersion Week:**

- Day 1:
  - Read or give a variety of student writing examples
    - Some are more elaborate and craft heavy
    - Some have simple sentence structure
    - *All texts have key ingredients of the genre*
- Day 2:
  - Teacher and students create a “recipe” for the genre
    - Create an anchor chart of all the key “ingredients” needed for the genre writing piece OR
    - Make individual “recipe” cards for each student to have as a reference of the “ingredients” needed
- Day 3:
  - Whole group lesson
    - Teacher reads a student writing example (can be from day 1)
    - Use the anchor chart or recipe card to highlight key features
- Day 4:
  - Mystery Pack
    - Some texts are genre based, while others are non-examples
    - Turn - and - talk
    - Why is this the genre?
    - Provide evidence using anchor chart or recipe card
- Day 5:
  - On Demand
    - Students write a sample text in the genre to be used as a formative assessment for small group teaching
    - Examples of small groupings:
      - Structure, elaboration, craft, meaning and significance

<b><i>Direct instruction</i></b>	<b><i>Indirect Instruction</i></b>
<ul style="list-style-type: none"> <li>● Structured overview and state the learning goal</li> <li>● Explicit instruction</li> <li>● Drill and Practice</li> <li>● Scaffolding</li> <li>● Success oriented</li> <li>● Guided/Shared Reading</li> <li>● Phonics: Systematic instruction</li> <li>● Visual aides to accompany lessons</li> <li>● I do, We do, You do approach</li> </ul>	<ul style="list-style-type: none"> <li>● Hands-on learning experiences</li> <li>● Reading for meaning</li> <li>● Problem solving</li> <li>● Writing to inform</li> <li>● Graphic organizers</li> </ul>
<b><i>Interactive Instruction</i></b>	<b><i>Independent Instruction</i></b>
<ul style="list-style-type: none"> <li>● Brainstorming</li> <li>● Turn and Talk</li> <li>● Think, pair, share</li> <li>● Discussions</li> <li>● Conferences</li> <li>● Technology</li> </ul>	<ul style="list-style-type: none"> <li>● Writer's notebook</li> <li>● Reading logs</li> <li>● Homework</li> <li>● Learning Centers/differentiated instruction</li> <li>● Assigned questions</li> <li>● Supplemental worksheets</li> </ul>

**Additional Supports:** *Additional supports listed below are to support students, teachers and support staff with a variety of tools and resources that are available but not limited to use.*

<b><i>A. Social Supports</i></b>	<b><i>B. Emotional Supports</i></b>
<ul style="list-style-type: none"> <li>● Check in's with other staff members</li> <li>● Counselor lessons</li> <li>● 1:1 counseling</li> <li>● Perhaps having a universal "morning meeting" or Social Emotional Learning (SEL) time built into daily schedule</li> <li>● SEPAG (Special Education Parent Advisory Group) Committee</li> </ul>	<ul style="list-style-type: none"> <li>● <i>A Little Spot of Feelings</i> (book series) <ul style="list-style-type: none"> <li>○ Guidance counselor's office</li> </ul> </li> <li>● <i>Zones of Regulation</i> <ul style="list-style-type: none"> <li>○ <a href="#">Additional Information</a></li> </ul> </li> <li>● Student Check-Ins</li> <li>● Incorporate a "calm down" corner</li> <li>● PBSIS (Positive Behavior Support Systems in Schools)</li> <li>● LDT-C (Learning Disabilities Teacher Consultant)</li> <li>● School Psychologist</li> </ul>

### **C. Behavioral Supports**

- Classroom management behavior systems
- Individual behavior charts
- Group contingency plans
- Formal / Informal BIP
- Check-Ins with the school BcBa (Board Certified Behavioral Analyst)
- Check-Ins with school grade level counselor
- **RBT'S??**

**Related Services:** *Supports listed below are to support students, teachers and support staff with a variety of tools and resources that are available but not limited to use.*

<b><u>Case Managers</u></b>	<b><u>Speech Therapists</u></b>
<ul style="list-style-type: none"><li>● Learning Disabilities Teacher Consultants (LDT-C)<ul style="list-style-type: none"><li>○ Faith Jager (PAE) <a href="mailto:fjager@freeholdboro.k12.nj.us">fjager@freeholdboro.k12.nj.us</a></li><li>○ Jody Vorel (PAE) <a href="mailto:jvorel@freeholdboro.k12.nj.us">jvorel@freeholdboro.k12.nj.us</a></li></ul></li><li>● School Psychologist (PAE/FIS)<ul style="list-style-type: none"><li>○ Devon Kracke <a href="mailto:dkracke@freeholdboro.k12.nj.us">dkracke@freeholdboro.k12.nj.us</a></li></ul></li></ul>	<ul style="list-style-type: none"><li>● Jennifer Breen (PAE/FIS)<ul style="list-style-type: none"><li>○ <a href="mailto:jbreen@freeholdboro.k12.nj.us">jbreen@freeholdboro.k12.nj.us</a></li></ul></li><li>● Goldie Litsky (PAE/FLC)<ul style="list-style-type: none"><li>○ <a href="mailto:glitsky@freeholdboro.k12.nj.us">glitsky@freeholdboro.k12.nj.us</a></li></ul></li></ul>
<b><u>Physical and Occupational Therapy</u></b>	<b><u>Guidance Counselors</u></b>
<ul style="list-style-type: none"><li>● <b>Occupational Therapist (OT)</b><ul style="list-style-type: none"><li>○ Karen Moschetti <a href="mailto:kmoschetti@freeholdboro.k12.nj.us">kmoschetti@freeholdboro.k12.nj.us</a></li></ul></li></ul>	<ul style="list-style-type: none"><li>● Grades 3 and 4<ul style="list-style-type: none"><li>○ Kaitlyn Gildbride <a href="mailto:kgilbride@freeholdboro.k12.nj.us">kgilbride@freeholdboro.k12.nj.us</a></li></ul></li><li>● Grades 5 and 6<ul style="list-style-type: none"><li>○ Kaitlyn Rochelle <a href="mailto:krochelle@freeholdboro.k12.nj.us">krochelle@freeholdboro.k12.nj.us</a></li></ul></li></ul>

## Grades 6-8

### General Curriculum

Learning occurs by teaching the students Grade Level State Curriculum modified to meet the needs of each learner. This enables the teacher to provide Grade Level content all while meeting the needs of each student. Each student has their own Individual Education Plan which identifies a student's strengths and weaknesses. This program focuses on both academic and functional-based programming for students to assist them in developing independence in the educational setting. Self Contained teachers follow all grade level curriculum to expose students to all skills and concepts taught at the Intermediate School Level.

### Supplemental Materials and Resources

In addition to the district approved materials for the General Education settings, special education teachers utilize supplemental materials and resources on a daily basis to meet the needs of diverse learners.

<u>ELA</u>	<u>MATH</u>
<ul style="list-style-type: none"><li>● I-Ready</li><li>● Project Read</li><li>● Decodable Leveled Readers</li><li>● Curriculum Writing Units</li><li>● Grammar Minutes</li><li>● Edmark Level 1,2 and Functional Word Sets</li><li>● High Interest Low Level Readers</li><li>● Independent Leveled Reading Groups</li><li>● Readworks.org</li><li>● Common Lit</li><li>● IXL</li><li>● Newsela</li><li>● Writing Promopts</li></ul>	<ul style="list-style-type: none"><li>● I-Ready</li><li>● Teachers Made Worksheets</li><li>● IXL</li><li>● LinkIt</li><li>● Kahoot</li><li>● Reflex Math</li><li>● Math Minutes</li><li>●</li></ul>

<b><u>Social Studies</u></b>	<b><u>Science</u></b>
<ul style="list-style-type: none"> <li>● Brain Pop</li> <li>● EdPuzzle</li> <li>● Read Works</li> <li>● CNN10</li> <li>● NewsEla</li> <li>●</li> </ul>	<ul style="list-style-type: none"> <li>● Brainpop</li> <li>● Discovery Education</li> <li>● Gizmos</li> <li>● Kahoot</li> <li>● Readworks</li> <li>● PHET Simulation</li> <li>● Bill Nye Videos</li> </ul>

### **District Assessments**

Assessment Data is a tool for teachers to look at their student/class performance. Data results can be used to drive instruction. It provides useful information for teachers to target the students' specific strengths and weaknesses.

<b><u>Ongoing Assessments</u></b>	<b><u>District Assessments</u></b>
<ul style="list-style-type: none"> <li>● Teacher made tests and quizzes</li> <li>● Iready Lessons</li> <li>● IEP Goals and Objectives</li> <li>● Exit Tickets</li> <li>● Informal and Formal observations</li> <li>● Writing Samples</li> <li>● Conferencing</li> <li>● Checklists/Rubrics</li> </ul>	<ul style="list-style-type: none"> <li>● ELA and Math Iready Diagnostic BOY, MOY, EOY.</li> <li>● LinkIt! Benchmark A,B,C.</li> <li>● Dynamic Learning Map (DLM)</li> <li>● NJSLA Spring Testing</li> </ul>

### **Instructional Strategies:**

Instructional strategies are designed to determine an approach a teacher can use to achieve the learning objectives.

<b><u>Direct Instruction</u></b>	<b><u>Indirect Instruction</u></b>
<ul style="list-style-type: none"> <li>● Small group</li> <li>● Repetition</li> <li>● Learning Goals</li> <li>● Explicit Instruction</li> <li>● Guided Instruction</li> </ul>	<ul style="list-style-type: none"> <li>● Spiral approach to skills</li> <li>● Skills broken down into small manageable concepts</li> <li>● Graphic Organizers</li> <li>● Scaffolding</li> </ul>
<b><u>Interactive Instruction</u></b>	<b><u>Independent Instruction</u></b>

<ul style="list-style-type: none"> <li>• Repetition</li> <li>• Drill and Practice</li> <li>• Multisensory Approaches</li> <li>• Turn and Talk</li> <li>• Conferences</li> </ul>	<ul style="list-style-type: none"> <li>• Manageable expectations</li> <li>• Hands on Activities</li> <li>• Open Ended Questions</li> </ul>
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### **Additional Supports**

Additional supports are designed to help students, teachers and support staff with a variety of tools and resources that are available but not limited to use.

<b>Social Supports</b>	<b>Emotional Supports</b>	<b>Behavioral Supports</b>
<ul style="list-style-type: none"> <li>• Peer Counseling</li> <li>• Lunch Groups</li> </ul>	<ul style="list-style-type: none"> <li>• PBIS - (Positive Support Systems in School)</li> <li>• SEL Lessons</li> <li>• Check In with Guidance</li> <li>• Counseling with School Psychologists</li> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom management behavior systems</li> <li>• Formal/Informal BIP</li> <li>• Check In with BCBA</li> <li>• Check In with Counselors</li> </ul>

### **Related Services**

Related Services are to support students, teachers and support staff with a variety of tools and resources that are available but not limited to use.

<b><u>Child Study Team</u></b>	<b><u>Speech Therapists</u></b>
<ul style="list-style-type: none"> <li>• Learning Disabilities Teacher Consultants</li> </ul> Erin Marx <ul style="list-style-type: none"> <li>• School Psychologists</li> </ul> Devon Kracke	<ul style="list-style-type: none"> <li>• Jennifer Breen</li> </ul>
<b><u>Physical and Occupational Therapists</u></b>	<b><u>Guidance Counselors</u></b>
<ul style="list-style-type: none"> <li>• Karen Moschetti</li> </ul>	<ul style="list-style-type: none"> <li>• Kaitlyn Rochell</li> <li>• Jacki Lewondowski</li> </ul>

## **Transitioning Students for Least Restrictive Environment**

Collaboration with ICS and RR teachers is imperative to transition students to these LRE. Managing expectations and working with students to achieve these expectations within the SC environment is suggested to ensure success when a student is trialed then permanently placed in LRE.