

PROGRAMS AT A GLANCE

PROGRAM	SETTING	FOCUS
In-Class Resource	General education	Specialized instruction/support within general education.
Pull-Out Replacement Resource	Resource class	Primary specialized instruction in a specific subject.
LLD Special Class	Special class	Intensive learning and/or language instruction.
Autism Special Class	Special class	Intensive academic, communication, behavioral, social, and functional supports.
Multiple Disabilities	Special class	Integrated academic, functional, communication, adaptive, behavioral, and related-service supports.
ERI Special Class	Special class	Intensive academic and emotional/behavioral supports, including regulation and social-emotional needs.



A Student-Centered Approach

- ✓ Start with the student's needs and present levels of performance.
- ✓ Consider the least restrictive environment first.
- ✓ Use supplementary aids and services when they allow successful participation in general education.
- ✓ Use behavioral supports when needed to address BIP and/or behavioral concerns - Note: No outside providers, such as RBT and BCBA are permitted in district programs. Consultation only services are provided with outside providers
- ✓ Consider a more intensive setting when less restrictive options cannot appropriately meet the student's needs.
- ✓ Document the program, services, accommodations, modifications, and placement in the IEP.

Contact Us:



Phone
609-978-5700 x 1030



Address
250 N. Main St. Manahawkin, NJ
08050



Office of Special Education



UNDERSTANDING SPECIAL EDUCATION PROGRAM OPTIONS

A Key Principle: Least Restrictive Environment

Students with disabilities are to be educated in the least restrictive environment (LRE) to the maximum extent appropriate. Removal from the general education setting occurs when the nature or severity of the disability is such that education in regular classes with supplementary aids and services cannot be achieved satisfactorily.

How the IEP Team Decides

The team considers the student's present levels of performance, academic and functional needs, goals, accommodations/modifications, related services, behavioral and safety needs, and the supports necessary for meaningful access to instruction. The resulting program and placement are documented in the IEP.

RESOURCE & INCLUSION OPTIONS

N.J.A.C. 6A:14-4.6

INCLASS RESOURCE

What it is: Specialized instruction is provided within the general education classroom while the student participates with peers. The student may receive modified instructional strategies, testing procedures, or other specialized instruction identified in the IEP.

Who provides instruction? The general education teacher has primary instructional responsibility unless the IEP specifies otherwise; the special education/resource teacher provides specialized support.

Typical use: Students who can access the general education curriculum with specialized support and accommodations/modifications while remaining in the general education setting

PULL OUT REPLACEMENT RESOURCE

What it is: The student receives specialized instruction in a separate resource setting for a specific subject. The resource teacher has primary instructional responsibility in the replacement class.

Curriculum: The general education curriculum and instructional strategies may be modified in accordance with the student's IEP.

Typical use: Students who can access a modified general education curriculum with specialized support and accommodations/modifications while requiring a smaller setting for core academics only outside the general education classroom.

Follow the NJAC 6A:14-4.6 for aide requirements in programs

SELF CONTAINED OPTIONS

N.J.A.C. 6A:14-4.7

LEARNING & LANGUAGE DISABILITIES

New Jersey regulations refer to learning and/or language disabilities as special class that may be organized around learning disabilities, language disabilities, or a combination of both. Instruction can be aligned to the student's academic and language needs, with appropriate accommodations, specialized instruction, and related services identified in the IEP.

EMOTIONAL REGULATION IMPAIRMENT

A specialized program for students whose emotional and behavioral needs require intensive programming. Instruction may incorporate academic support, behavioral interventions, social-emotional learning, regulation strategies, counseling/related services, and transition planning, as appropriate to the IEP.

MULTIPLE DISABILITIES

A special class for students with multiple disabilities may be appropriate when students have two or more disabilities that, together, create educational needs more intensive than those resulting from either disability alone. The program is individualized through the IEP and may include academic, functional, communication, behavioral, adaptive, and related-service supports.

AUTISM

An autism special class is a specialized setting for students whose needs require a more intensive program than can be provided in less restrictive settings. Programming may address academics, communication, social interaction, behavior, executive functioning, sensory needs, independence, and functional skills, as appropriate to the student's IEP.

Follow the NJAC 6A:14-4.7 for aide requirements in programs

