

New Jersey State Department of Education  
Bergen County Office of Education

**Request to Establish or Eliminate a Special Education Program or Service**

Complete **both** sides of this form and send to the county office of education for review and approval

District: Franklin Lakes School District

School: Franklin Avenue Middle School

Date: April 6, 2018

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

**Check Type of Program:**

**Preschool/Elementary Resource Program:**

- Pull/out, support
- Pull/out, replacement
- In-class, support
- In-class, replacement
- Team Teaching Model

**Secondary Resource Program<sup>1</sup>:**

- Pull/out, support
- Pull/out, replacement
- In-class, support
- In-class, replacement

**Elementary Special Class Program:**

- 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 Program<sup>2</sup>:**

- 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 regular 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 standard 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.**

<sup>1</sup> 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.

<sup>2</sup> 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.**

**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.

\*\*\*\*\*  
**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_____
Signed:_____ Date_____
(County Supervisor of Child Study)

## **To Establish a New Program/Service**

1. Document the unmet student needs that will be addressed by the proposed program.

*The district has a self-contained Autism (CAPS) program for students in preschool through grade 5. The district accepts tuition paying students into the program, which currently serves 33 students. Additionally, the district has a self-contained LLD (BRIDGES) program for students in grades kindergarten through 5<sup>th</sup> with 14 students currently enrolled. At the Franklin Avenue Middle School, we have a self-contained LLD program for students in grades 6-8 with 8 students currently enrolled.*

*For the 2018-2019, we have 4 students that will be moving from the BRIDGES program into the middle school and 1 student moving from the CAPS program up to the middle school. In order to address the needs of the incoming middle school students, there is a distinct delineation of skills amongst the students and what their goals are academically, socially, behaviorally, and with regards to transitions. 3 of the students moving up to the middle school require a more functional program than is currently offered with daily community based instruction incorporated. Therefore, a self-contained autism program is being proposed to meet the needs of these three students and many more as the students age up through our current programs at the elementary level.*

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.

*The students in the program will range from 6<sup>th</sup> to 8<sup>th</sup> grade. Currently we have two Franklin Lakes students who will go into this program and two tuition paying students. The program will be open to additional tuition-paying students from other schools. We anticipate 4-5 students will be in the program by the start of the 2018-19 school year.*

- b. How will the Core Curriculum Content Standards be addressed?

*Our program utilizes the ReThink Autism Curriculum, the Life Centered Career Education curriculum, and teacher created units and lesson plans to address the New Jersey Student Learning Standards.*

- c. How does this program address least restrictive environment?

*Consideration of LRE will be made, as is for all of our students within our district. We have in-class support/replacement, supplemental instruction and resource room settings within the district in addition to our self-contained classrooms to support the variety of needs for our students. The students' academic abilities, functional skills, behavioral needs, transitional goals and therapeutic needs will be considered when making the determination of LRE for students that are proposed for this program. Due to the continuum of services offered in district, students will have the opportunity to integrate into a variety of settings should the IEP determine it is appropriate.*

- d. What opportunities will be available for interaction with non-disabled peers?

*Having a program such as this in the public school setting offers many opportunities for mainstreaming students into the school community, social situations and potential academic situations for our students. For example, the students will have lunch scheduled at the same time as the general education population to provide opportunity for students in the program to engage with typical peers. Additionally, they will have the opportunity to be in elective classes, extracurricular activities and school wide events with students in general education. The middle school has a strong peer leadership program with students who identify themselves as students who want to serve as positive peer models for students. The proposed program will utilize these peer leader students to help to integrate our students into the school community, and provide opportunities within the classroom for the students who might not be ready to experience those same experiences in the larger setting.*

- 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)).  
*There will be 1 classroom teacher and 1 paraprofessional assigned to the class. The ratio will be 1 adult to 3 students. Please see the job description attached.*

**FRANKLIN LAKES SCHOOLS**  
Franklin Lakes, New Jersey

**TITLE:** Instructional Aide

**QUALIFICATIONS:** High School Education and/or College Degree

**REPORTS TO:** Director of Special Services and Counseling

**JOB GOAL:** To provide direct services to children and to perform tasks as prescribed, directed and supervised by certificated classroom teachers who are responsible for (a) the design, implementation and assessment of learner progress and (b) the evaluation of the effectiveness of learning programs.

**PERFORMANCE RESPONSIBILITIES:**

1. Reinforce instruction following teacher presentation.
2. Monitor student's work habits and task behavior.
3. Prepare experiments, projects, demonstrations and visual displays.
4. Arrangement of classroom environment (i.e., bulletin boards).
5. Shadow children in mainstream classes.
6. Aides employed in programs for autistic children:
  - a. Assist the certified teacher in implementing the IEPs for the children in the class.
    - (1) Assist in the management and instruction of the students.
    - (2) Attend and participate in classroom meetings and discussions regarding student programming.
    - (3) Participate in daily and long-range classroom activity planning, parent meetings and staff meetings.
    - (4) Under the direction of the certified teacher, provide instruction for students in individual and/or small group settings, employing behavioral methodologies and instructional techniques.
    - (5) Under the direction of the certified teacher, work with and provide support to individual students during group instruction.
    - (6) Ensure the students' schedules are adhered to and that all students are productively engaged in all settings throughout the day.
    - (7) Maintain student data books, including skill acquisition and behavior management program sheets and graphs.
    - (8) Communicate daily in the students' journals, using appropriate written language.

- b. Monitor student's work habits, task behavior and self-help skills.
    - (1) Assist with student arrival and departure.
    - (2) Assist students with life care skills.
    - (3) Assist a certified teacher in implementing the necessary self-help skills including, but not limited to:
      - (a) Taking care of coats, backpacks and personal belongings
      - (b) Toileting
      - (c) Feeding
      - (d) Snacks
      - (e) Lunch
      - (f) Outdoor activities
  - c. In concert with the certified teacher, assist with classroom management tasks, including ensuring that all materials necessary for students' skill acquisition programming and students' behavior management are prepared prior to students' arrival.
  - d. Implement Applied Behavioral Analysis. Instructional Aides will be:
    - (1) Trained in how to use applied behavior analysis.
    - (2) Responsible for working with students to implement programs developed by the teacher and informing the teacher of any difficulties regarding such implementation.
    - (3) Responsible for keeping accurate data throughout the day for discrete trial training.
    - (4) Responsible for recording data throughout the day for discrete trial training.
    - (5) Responsible for insuring that the data collected is organized and accurate.
    - (6) Responsible for graphing the data for students they work with on a daily basis.
7. Instructional Aides assigned to programs for autistic children will be required to work eleven months.

**TERMS OF EMPLOYMENT:**

Ten-month year; salary and work year according to the current contract between FLEA/BOE. Instructional Aides working an eleventh month for the autistic programs will be paid a salary equal to the amount paid to instructional aides at the regional summer school program.