

New Jersey Department of Education
Bergen County Office of Education



Request to Establish a Special Education Program or Service

District Franklin Lakes Public Schools School Name Colonial Road School

or

Name of Approved Private School for Students with Disabilities _____

Section 1: Program Type (6A: 14-4.6 and 4.7)

Instructions: Select Program Type and Grade Level Served

Resource Program

Select Grade Level: Preschool/Elementary Secondary

- In-class Resource
- Pull-out Resource
- Supplementary Instruction, in-class
- Supplementary Instruction, pull-out
 - Single subject
 - Multiple subjects
- Replacement, pull-out

Note: Secondary resource programs are for grades 6-12 where instruction is departmentalized

Special Class Program

Select Grade Level: Preschool/Elementary Secondary

- Auditory Impairments
- Autism
- Intellectual Disability
 - Mild
 - Moderate
 - Severe
- Emotional Regulation Impairment
- Learning/Language Disabilities
 - Mild/Moderate
 - Severe
- Multiple Disabilities
- Visual Impairment
- Preschool Disabilities
- Secondary Special Class Program (see N.J.A.C. 6A:14-4.7(f-g) for program requirements)

Other

- Extended School Year Program
- Other program/service, please specify: _____



Request to Establish a Special Education Program or Service

Section 2: Description of Change Request

Instructions: Provide responses to all questions below. Response must be submitted as an attachment to this form.

1. Document the unmet student needs that will be addressed by the proposed program.
(see attachment)
2. Describe the proposed program and explain how it will meet student needs: (see attachment)
 - a. Identify the age range and number of students to be served.
 - b. How will the New Jersey Student Learning 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)).
3. A list of professional staff who will provide the services for the new program. If existing staff are being utilized provide an explanation of the scheduling changes made to accommodate the new program. If new staff are being hired, provide documentation that a criminal history review pursuant to N.J.S.A. 18A:6-7.1 has been completed for each new hire.
(See attachment)

Section 3: Facilities Requirements

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.

Will facility approval be required for this additional program?

Yes

No (Used as elementary school classroom last year for grades 3-5)

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Section 4: Statement of Assurance and Board Approval

I assure that any change in a student’s program/placement necessitated by establishing the special education program/service described in the attached proposal will be implemented in accordance with N.J.A.C. 6A:14, Special Education.

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

Date Submitted _____

Section 5: Review and Submission

The following items must be submitted with your application. Please check the items that you are submitting with the application.

Submitted	Item
X	Section 1: Program Type
X	Section 2: Description of Change Request
N/A	Section 3: Facilities Approval
X	Signed and dated Statement of Assurance
X	Copy of Board Resolution

Return the completed form by email the County Office of Education

For NJDOE Use Only

Approved _____ Denied _____

Signed: _____ Date _____
(County Special Education Specialist)



Request to Establish a Special Education Program or Service

ATTACHMENT

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

Currently students' needs are being exceptionally met by the Franklin Lake Public Schools. This classroom will allow for individual learners to have their academic, social, emotional, and functional needs met. Without this additional space being approved by the County,

2. Describe the proposed program and explain how it will meet student needs:

- a. The age range of students served in this class may range from Kindergarten to Fifth grade, however, the age range of students enrolled in the class in any given year will not exceed four-year age span in accordance with 6A:14-4.7(a)2.
- b. New Jersey Student Learning Standards be addressed through the use of evidence-based practices and curriculum that address academic and functional life skills. Students will be provided customized learning experiences to address IEP developed goals and objectives reflective of NJSLS. Students have access to staff administering multi-sensory reading supports and strategies and a variety of mental health/behavioral support. Learners are taught by a certified special education teacher and our autism programs are further supported by physical, occupational therapists, and speech therapists as well as behavioral specialists.
- c. This program addressed the least restrictive environment because it allows learners to receive small group and individualized instruction in a local, public school. This would not be possible if students were sent to a private out-of-district placement solely for learners with special needs.
- d. Being in a public school allows for opportunities to be available for interaction with non-disabled peers. This program provides opportunities for learners to transition into resource and general education settings as appropriate.
- e. There will be one special education teacher and a minimum of one paraprofessional in accordance with 6A:14-4.7(e). Additionally, we will follow the recommendations and provisions of paraprofessionals as dictated individually by each learner's IEP team. Most learners in our program, given their significant needs have one-to-one paraprofessionals
- f. See attached paraprofessional instructional aide job description

3. New staff are being hired and the Franklin Lakes Public Schools will provide documentation that a criminal history review pursuant to N.J.S.A. 18A:6-7.1 has been completed upon the hiring of each new staff member.

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.

Date adopted: November 2006