

**New Jersey State Department of Education  
Hunterdon County Office of Education**

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

*Complete this form and send to the county office of education for review and approval along with the required documentation.*

District and school: Readington Township School – Holland Brook School      Date: April 29, 2019

**Check Type of Program (6A: 14-4.6)**

**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 (6A: 14-4.7)**

- ☐ 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 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 general education teacher)

**Preschool Special Class Program (6A:14-4.7)**

- ☐ Preschool Disabilities

☐ 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.

<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.

**Required Information:**

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 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.

**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: May 6, 2019**

**Signed: \_\_\_\_\_**  
**(Chief School Administrator)**

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Approved_____ Denied_____	
Signed:_____	Date_____
(County Supervisor of Child Study)	

**READINGTON TOWNSHIP PUBLIC SCHOOLS BEHAVIORAL DISABILITIES CLASS PROGRAM  
PROPOSAL FOR HOLLAND BROOK SCHOOL  
2019-2020 SCHOOL YEAR**

1. Needs: Over the last few years, we have seen an increase in students who are eligible for special education due to disabilities related to various medical diagnosis such as: attention deficit hyperactivity disorder, and oppositional defiance disorder. These students are categorized as "other health impaired" or "emotionally disabled" and comprise 43 % of our school aged population of children eligible for special education. To put this in context, our students who are eligible for special education as a result of a learning disability in reading, writing, math or oral language comprise 39% of our eligible students. Generally, our students with medical diagnosis who are eligible for special education have significant difficulty maintaining attention, coping with transitions during the school day, and regulating their behavioral responses. These difficulties impact their ability to engage in learning and can have negative effects on the learning of the other children in their class. We have been meeting the unique needs of this student population through small group instruction in resource center replacement classes, individualized behavior plans, use of personal aides, and support from our behavioral staff. While these strategies have been effective for some students to make progress, we do have a number of students who continue to engage in behaviors that disrupt the learning environment and require a more specialized educational setting. The proposed Behavioral Disabilities class will be designed to provide a behaviorally structured setting for elementary students in grades 4-6 whose behaviors substantially impede their learning and that of their peers.

2. a. **Age Range**

To meet the complex needs of these learners, we propose to establish an elementary Behavioral Disabilities class program at Holland Brook School to serve students ages 8– 11 in grades 4 through 6. Initial enrollment in the class is projected to be will be five students.

- b. **Addressing NJSLs**

The district's curriculum, which has been aligned with the NJ Student Learning Standards will be utilized in the class. Additionally, the program will use an Applied Behavioral Analysis approach to modify student's behavior. Students will earn incentives through a class wide-token economy system and will receive direct instruction on how to effectively regulate their behavior. Each student will have an individualized behavior intervention plan to address his/her specific behavioral goals and will receive counseling and social skills training. Students who demonstrate social and emotional growth will have opportunities to be integrated back into the general education setting in a planned systematic manner to foster success and generalization of their skills. One of our school psychologists will be assigned as case manager and teacher consultation will be provided weekly by our board certified behavior analyst. Related services of speech, occupational and physical therapy will be provided in accordance with the requirements of each student's IEP.

- c. **Least Restrictive Environment (LRE):**

This class provides the district with the opportunity to educate students with significant behavioral disabilities in a developmentally age appropriate classroom in their home school district.

All students who attend this program will be eligible to receive an extended school year program designed to minimize the probability of regression over the summer and reduce the amount of time it would take to recoup those skills upon returning to a new school year.

**d. Inclusion:**

Children will have the opportunity to be included with their non-disabled peers in general education classes to the extent deemed appropriate for each individual child. During the times a student is present in the general education class he will be supported by a paraprofessional who is trained to implement his behavior contract. The students will have the opportunity to attend assemblies and other special school-wide activities.

**e. Professional and Paraprofessional Staff**

The class will be staffed with a special education teacher and at least one full time paraprofessional. (Job description attached)

3. The district has identified an existing Special Education Teacher, Mrs. Kristie DiVito as the teacher for this program. Mrs. DiVito's 2018- 2019 assignment was as the teacher of our Autism program which is moving to another building.

# **JOB DESCRIPTION**

## **READINGTON TOWNSHIP BOARD OF EDUCATION**

**PARAPROFESSIONALS**  
**4124 Instructional/Personal Aide**  
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**JOB TITLE:** INSTRUCTIONAL/PERSONAL AIDE  
**REPORTS TO:** Principal and assigned teacher(s)  
**SUPERVISES:** Students, under the authority of the teacher

### **NATURE AND SCOPE OF JOB:**

Assists the teacher and special needs students with instructional and non-instructional activities necessary for the implementation of a functional class environment that enhances student learning and achievement. Tasks are assigned by the teacher and approved by the Principal and Director of Student Support Services.

### **QUALIFICATIONS:**

The Teacher Aide – Disabled Students shall:

1. Meet the requirements for a paraprofessional established by the Board of Education and approved by the County Superintendent of Schools (N.J.A.C. 6:11-4.6).
2. Have earned at least a high school diploma or equivalent.
3. Have excellent integrity and demonstrate good moral character and initiative.
4. Show evidence of successful experience in working with children in general and special needs children in particular.
5. Exhibit a personality that demonstrates interpersonal skills to relate well with special needs students, staff, administration, parents, and the community.
6. Demonstrate the ability to communicate effectively in English, both orally and in writing, using proper grammar and vocabulary.
7. Demonstrate the ability to perform simple clerical tasks.
8. Demonstrate simple computer literacy, including keyboarding skills.
9. Provide proof of U. S. citizenship or legal resident alien status by completing Federal Form I-9 in compliance with the Immigration Reform and Control Act of 1986.
10. Provide evidence that a criminal record history check has been conducted and clearance has been given by the Department of Education, or, during the initial six month period provide a sworn statement that the individual has not been convicted of a crime or a disorderly persons offense in accordance with 18A:6-7.1.

11. Provide evidence that health is adequate to fulfill the job functions and responsibilities with reasonable accommodation pursuant to 42 U.S.C. 12101 and in accordance with N.J.A.C. 6:3-4A-4.
12. Pass the State required Mantoux Intradermal Tuberculin Test as required by N.J.A.C. 6:3-4A-4.
13. Meet such alternatives to the above qualifications as the Superintendent may find appropriate and acceptable.

**VERIFICATION OF COMPETENCY:**

1. District Application.
2. Required documentation outlined in the qualifications above.
3. A minimum of three letters of reference from former employers, teachers, professors or other professional sources.
4. Employment interview.

**EMPLOYMENT TERMS:**

The Teacher Aide – Disabled Students shall be employed under the following terms:

1. Work year of ten months.
2. Salary, benefits, leave time, and conditions specified in the Collective Bargaining Agreement.
3. Conditions established by laws and codes of the State, and policies, rules, and regulations established by the Board of Education (N.J.S.A. 18A:27-4 et seq.).

**JOB FUNCTIONS AND RESPONSIBILITIES:**

The Teacher Aide – Disabled Students shall:

1. Assist the teacher with classroom instructional tasks as assigned, including reading and listening to students, and reviewing their work.
2. Understand the specialized learning requirements of individual students, as outlined in the Individual Education Plan (IEP), and adjust instructional tasks as needed.
3. Work with students individually and in small groups to assist with the learning of content and skills introduced by the teacher.
4. Assist students with instructional activities when they move to a specialized or regular education classroom.
5. Observe student behavior and learning, communicating observations regularly with the teacher.
6. Assist the teacher with clerical work, record keeping, preparation of instructional materials, set up of learning centers, preparation of displays and bulletin boards, and other non-instructional tasks as assigned.

7. Assist the teacher and students with cleanup from activities.
8. Assist students with movement among activities.
9. Assist students with the use of specialized equipment.
10. Assist the teacher with supervision of students.
11. Redirect a restless or inattentive child into appropriate activities.
12. Assist the teacher in communicating with parents.
13. Accompany and assist the teacher in supervision on approved instructional field trips.
14. Arrange furniture and equipment for various learning activities and experiences.
15. Maintain the orderly arrangement of materials and equipment within the classroom.
16. Assist children with preparing for and moving to other classrooms, school activities, outside activities and arrival and departure from school.
17. Help young children or older special needs children with clothing, grooming, health habits, and bathroom activities.
18. Communicate to the teacher any unusual situations or needs of students. Notify immediately appropriate personnel of any evidence of substance abuse, child abuse, child neglect, severe medical conditions, potential suicide, or individuals appearing to be under the influence of alcohol, or controlled substances.
19. Assist the teacher in handling interruptions and emergencies.
20. Maintain in safe working condition and safely operate electronic and other equipment needed to carry out job functions and responsibilities.
21. Participate in appropriate in-service and workshop programs and attend required meetings.
22. Serve as a role model for students and staff in demonstrating positive attitudes, appropriate attire and grooming, and effective work ethic.
23. Display ethical and professional behavior in working with students, parents, school personnel, and outside agencies associated with the school.
24. Protect confidentiality of records and information gained as part of exercising professional duties and use discretion in sharing such information within legal confines.
25. Adhere to New Jersey school law, State Board of Education rules and regulations, Board of Education policies and regulations, school regulations and procedures, and contractual obligations.
26. Perform any duties and responsibilities that are within the scope of employment, as assigned by the teacher or Principal, and not otherwise prohibited by law or regulation.

**PHYSICAL DEMANDS:**

The physical demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive. Reasonable accommodation may be made to enable individuals with disabilities to perform the essential responsibilities and functions of the job.

Unless reasonable accommodations can be made, while performing this job the staff member shall:

1. Use strength to lift items needed to perform the functions of the job.
2. Sit, stand and walk for required periods of time.
3. Speak and hear.
4. Use close vision, color vision, peripheral vision and depth perception along with the ability to focus vision.
5. Communicate effectively in English, using proper grammar and vocabulary. American Sign Language or Braille may also be considered as acceptable forms of communication.
6. Reach with hands and arms and use hands and fingers to handle objects and operate tools, computers, and/or controls.

**ENVIRONMENTAL DEMANDS:**

The environmental demands described here are representative of those that must be met by an employee to successfully perform the essential responsibilities and functions of the job and are not meant to be all inclusive.

1. Exposure to a variety of childhood and adult diseases and illnesses.
2. Occasional exposure to a variety of weather conditions.
3. Exposure to heated/air conditioned and ventilated facilities.
4. Exposure to a building in which a variety of chemical substances are used for cleaning, instruction, and/or operation of equipment.
5. Function in a workplace that is usually moderately quiet but that can be noisy at times.

**EVALUATION:**

The Principal or designee shall evaluate the Teacher Aide - Disabled Students in accordance with Policy No. 4220, Regulation No. 4220, this Job Description, and such other criteria as shall be established by the Board of Education.