

Carteret Board Of Education

Continuum of Special Educational Settings

The Carteret Public Schools has developed a full continuum of educational settings to meet the needs of its students with disabilities. The offering of any particular individual settings is based upon the district's student population. It is the belief of the district to enhance all of its students with disabilities to attend the setting, which is the least restrictive. All of the students are given an opportunity to participate in a program, which is attended by non-disabled students. The decision to assign the student in any of the following settings is made on an individual basis by the student's IEP team which includes the student's parents, teachers and child study team case manager.

This continuum includes the following educational settings. This continuum is presented from the least to most restrictive for the students.

I. GENERAL EDUCATION CLASSROOM WITHOUT INSTRUCTIONAL ACCOMODATIONS AND MODIFICATIONS

Provided Services: None

It is assumed that the student has the ability to successfully participate without requiring the teacher to accommodate any particular learning need or substantially modify the manner in which the classroom instruction is delivered or the student's progress is measured.

Description of Students:

The students possess at least grade level or near level ability in the particular subject area.

II. GENERAL EDUCATION CLASSROOM WITH INSTRUCTIONAL ACCOMMODATIONS AND MODIFICATIONS

INSTRUCTIONAL ACCOMMODATIONS MAY INCLUDE BUT ARE NOT LIMITED TO:

Preferential Seating

Availability of Study Guides

Peer Tutoring

Orally presented and recorded assessments

INSTRUCTIONAL MODIFICATIONS MAY INCLUDE BUT ARE NOT LIMITED TO:

Alternate Instructional Material

Extended Testing Time

Alternate Instructional Assignments

III. GENERAL EDUCATION CLASSROOM WITH THE PRESENCE OF A CLASSROOM AIDE

INSTRUCTIONAL SERVICES MAY INCLUDE BUT ARE NOT LIMITED TO:

Assistance provided to the general education classroom teacher due to the presence of a group of students with disabilities.

Redirection during classroom instruction.

Academic assistance during classroom instruction.

Assistance with mobility needs.

Assistance with preparedness for participation in classroom and school activities including arrival and dismissal from school.

The students with disabilities who require the services of an aide are generally experiencing significant behavioral, learning or processing difficulties. These students do not require individual or constant supervision or significant accommodations or modification of the classroom activities.

IV. GENERAL EDUCATION CLASSROOM WITH THE ASSISTANCE OF A ONE-TO-ONE AIDE

All of the services provided by a classroom aide.

Accommodation and modification of classroom activities.

INSTRUCTIONAL SERVICES MAY INCLUDE BUT ARE NOT LIMITED TO:

The students with disabilities who require the services of a teacher aide are generally experiencing significant behavioral, learning or processing difficulties. These students require constant supervision and frequent assistance or they will be unable to successfully participate in the instructional activities of their classes without the assistance of a teacher aide under the supervision of the classroom teacher.

V. COLLABORATIVE OR FULL or HALF-DAY IN-CLASS RESOURCE PROGRAM SUPPORT

INSTRUCTIONAL SERVICES MAY INCLUDE BUT ARE NOT LIMITED TO:

Accommodations and modifications of all of the class' instructional activities.

Instructional activities co-taught by a general and special education teacher.

Academic progress assessed by a special education teacher.

These services have been developed to meet the needs of the district's more disabled students. The full-time presence of a teacher of the handicapped; will support the process of adapting instructional and transitional activities to enable access to regular educational curriculum and activities.

VI. PULL-OUT RESOURCE PROGRAM REPLACEMENT INSTRUCTIONAL SERVICES MAY INCLUDE BUT ARE NOT LIMITED TO:

Providing the academic curriculum of various subjects, according to the core standards, in a smaller, more structured environment where the students may progress at their own pace and at their particular reading and written expression level. Special instructional strategies and other modifications are applied in order for the students to master the material. Classes are taught by Special Education teachers.

VI. RESOURCE CENTER/STUDY SKILLS

INSTRUCTIONAL SERVICES MAY INCLUDE BUT ARE NOT LIMITED TO:

Giving special education students support for their mainstream classes in order for them to remain in the least restrictive placement for a particular subject. Students may attend this class for 3 to 5 days and receive credits accordingly as an elective. The class is taught by a Special Education Teacher with identified goals and objectives in reinforcing organizing, outlining, editing, test taking skills, research skills through the specific courses for which they are attending. Concepts may be re-taught if necessary or the student is referred back to the mainstream teacher for additional instruction. Along with academic support this class increases the student-concept as a learner, making general education classes more successful for them.

VII. SELF-CONTAINED SPECIAL EDUCATION CLASS

INSTRUCTIONAL SERVICES MAY INCLUDE BUT ARE NOT LIMITED TO:

Serving those students who exhibit moderate to severe learning or behavioral disabilities and require a more intensive and specialized program with alternate instructional strategies. The staff for this type of program consists of a special education teacher and aide. Together this team works collaboratively to provide support and instruction to a small group of students.