**North Hunterdon-Voorhees Regional High School District**

**Special Education Overview**

1. **Overview**

Special Education students with IEPs follow the same basic academic requirements as all students in North Hunterdon and Voorhees High School. Students’ levels of support will vary based on their individual needs as determined appropriate via the IEP team process.

Our high schools offer a continuum of placement options. Students may participate in general education programs with the accommodations identified in their IEPs. Students in core and college prep courses may be considered for an in- class support model which also provides a Special Education teacher in the general education classroom.

Students determined appropriate for a smaller instructional environment have the opportunity to receive resource pull out replacement instruction by a special education teacher. Other students who require a more supported structured environment for their specialized academic or behavioral challenges are considered for participation in our Language Learning Disabilities program or Behavior Disabilities Program. Students requiring other specialized programs, such as autism or multiple disabilities, may receive this instructional model at Voorhees.

We also offer various elective programs that are designed to respond to students’ individual needs including, but not limited to, transition needs, study skills, and reading.

The Special Education teachers and Child Study Team staff look forward to welcoming your students to our high school.

Please note:

* All Special Education program placements for students are determined via the IEP team process.
* In academic courses, department sponsored rubrics drive placement.
* Student course selection timelines are the same as regular education students.
1. **Program/Class Descriptions**

The courses listed below are offered at both schools:

* **Core and College Prep Courses with In Class Support**
	+ Two teachers- One Content & One Special Education
	+ Dictated by number of students that require in class support via the IEP
	+ In Class Support is not offered in all Core and CP level courses
* **Pull Out Replacement Resource Classes**
	+ Students require instruction from the Special education teacher
	+ Small group setting
	+ English, Study Skills, & Math are 9th grade courses
	+ Social Studies & Science can be mixed grade level courses
	+ Students are exposed to the same curriculum as regular education students

Our special education program is a district wide one. Buildings hold certain programs based on space and building capacity. These specified programs are known as “special class programs.” Students are evaluated by the schools’ child study teams and a decision is made within the team as to which program best fits the needs of the individual student. Students may begin a program in one school and travel to the other for part of the day, or they may begin their high school career in one school and finish by attending the other. Listed below are the special class programs that are found at each school. Following this list is a description of what each program offers.

**NORTH HUNTERDON**

* ALC
* LLD
* EOP 1
* EOP 2
* PILOT
* CAREER DEVELOPMENT

**VOORHEES**

* ALC
* Autism Class
* MD Class

**Alternative Learning Community (NHS&VHS)**

* Students emotional issues override their learning process
* Grades 9-12
* Academics are on grade level
* Benefit from a “home-base” within the school building
* A team of teachers and case managers are assigned to the program
* Overall goal- emotional support and teaching the necessary skills to transition into the general population
* Not designed to be a four year program
* We also have one program that address high functioning students on the spectrum: This program revolves around teaching social skills throughout the school day

**Language & Learning Disability (NH)**

* Grades 9-12
* Four Academic Class Periods -5 Credits per course
* English, Math, Social Studies, Science
* The LLD Curriculum is differentiated to meet the academic skills of the individual students in the class.
* The curriculum is modified and is IEP driven for the individual students in the class.
* Frequent meetings held between CST members and teachers.
* Frequent parent communication takes place.

**Employment Orientation Program (NH)**

* **EOPI I -Level One**: The program focuses on teaching students skills that are necessary in the workplace. From researching potential jobs to learning behaviors appropriate to the workplace, students are exposed to skills relevant to the employment world. Students will also be exposed to hands-on experiences in the classroom working with a variety of different types of equipment.
* **EOPII -Level Two**: Further acquisition of workplace skills by moving through jobs located within the school building. Students experience numerous jobs in order to discover interests and strengths and acquire baseline information for the future.
* **CAREER DEVELOPMENT -Level Three**: Structured Learning Experience-Career-based instruction. Students are placed in structured learning experiences in local businesses to develop the skills necessary for paid employment.

**Preparing for Independent Living Opportunities & Transition (PILOT)-(NH)**

* Provides the opportunity for students to generalize skills from a structured environment into the natural community setting while increasing independence in daily living tasks and preparing for life after high school.
* Functional Reading, Math, Language skills related to independent living are emphasized.
* Community, Kitchen, Apartment and Independent Living Skills are taught and evaluated.
* Trips into the community take place weekly.

**ATC: Adult Transition Community (VHS)**

**Multiple Disabilities**

* Academics are based on IEP goals and have a focus on basic life skills and communication
* Some students are medically fragile
* Overall goal is to assimilate to their community and environment as well as be exposed to a typical high school experience
* Many of these students stay until they are 21

**Autism**

* ABA environment
* Students may start in a 1:1 setting with an overall goal of moving to ratio reducing prior to moving to PILOT in their post-graduate years
* Academics are based solely on their IEP goals and behavior is charted
* Vocational component and transition to post-secondary focus

Both schools offer two electives. These electives are only open to special education students and participation in them are determined via the IEP process.

**Electives**

* **Study Skills**

The purpose of the Study Skills curriculum is to develop skills which will allow each student to effectively transition into high school and then post-secondary settings, to self- advocate, and to heighten awareness of a variety of learning strategies. These courses will also provide educational tools that can be accessed in the regular education setting. The classes are designed to encourage students to define, explore and understand their learning styles. The goal of the program is for each student to demonstrate successful implementation of the educational and technological tools that have been acquired through a variety of student-centered exercises and multi-media presentations.

* **Reading**

Two intensive intervention programs created by *Scholastic*, *System44* and *READ180* are used in the class to help accelerate academic achievement for struggling readers. *System 44*

systematically integrates lessons on sounds, sound spellings, high utility sight words, and strategies for unlocking multisyllabic words, providing deep instruction and systematic, adaptive practice. *READ 180* is an intensive reading intervention program designed to meet the needs of students whose reading achievement is below the proficient level. Both directly address individual needs through adaptive and instructional software, high-interest literature, and direct instruction in reading and writing skills. These instructional models enable the acceleration of struggling readers toward grade-level reading proficiency through a proven balance of direct instruction, small-group differentiation, and individual practice.

**Transition Center**

The center is designed to give students the opportunity to practice transitional skills necessary in post- secondary institutions and everyday life. Reinforcing transitional skills, enhancing self-advocacy techniques, and providing assistive technology are available within this unique center. It is designed for the student who has a learning disability, participated in a study skills program, and/or exhibits self-advocacy skills necessary for success in traditional academic settings. The center is available to students throughout the day and the student can enter during his/her study

hall, lunch time or other appropriate setting. The center offers extended testing, additional academic support, a supported study hall, an alternative testing site, assistive technology programs and is a resource center for post- secondary institutions.