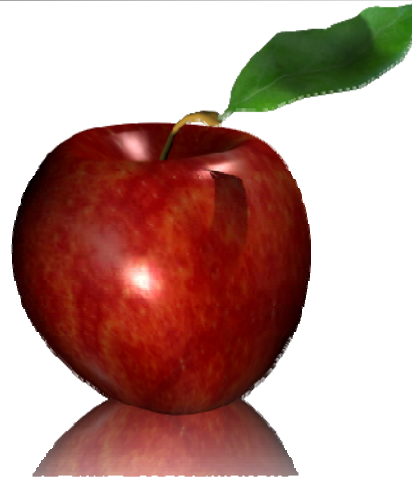




Cherry Hill Public Schools



Special Education

2010-2011

Information sharing with Cherry Hill SEPTA, October 13, 2010

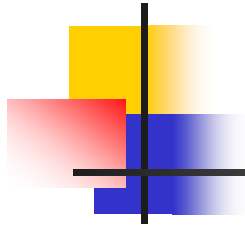


Special Education

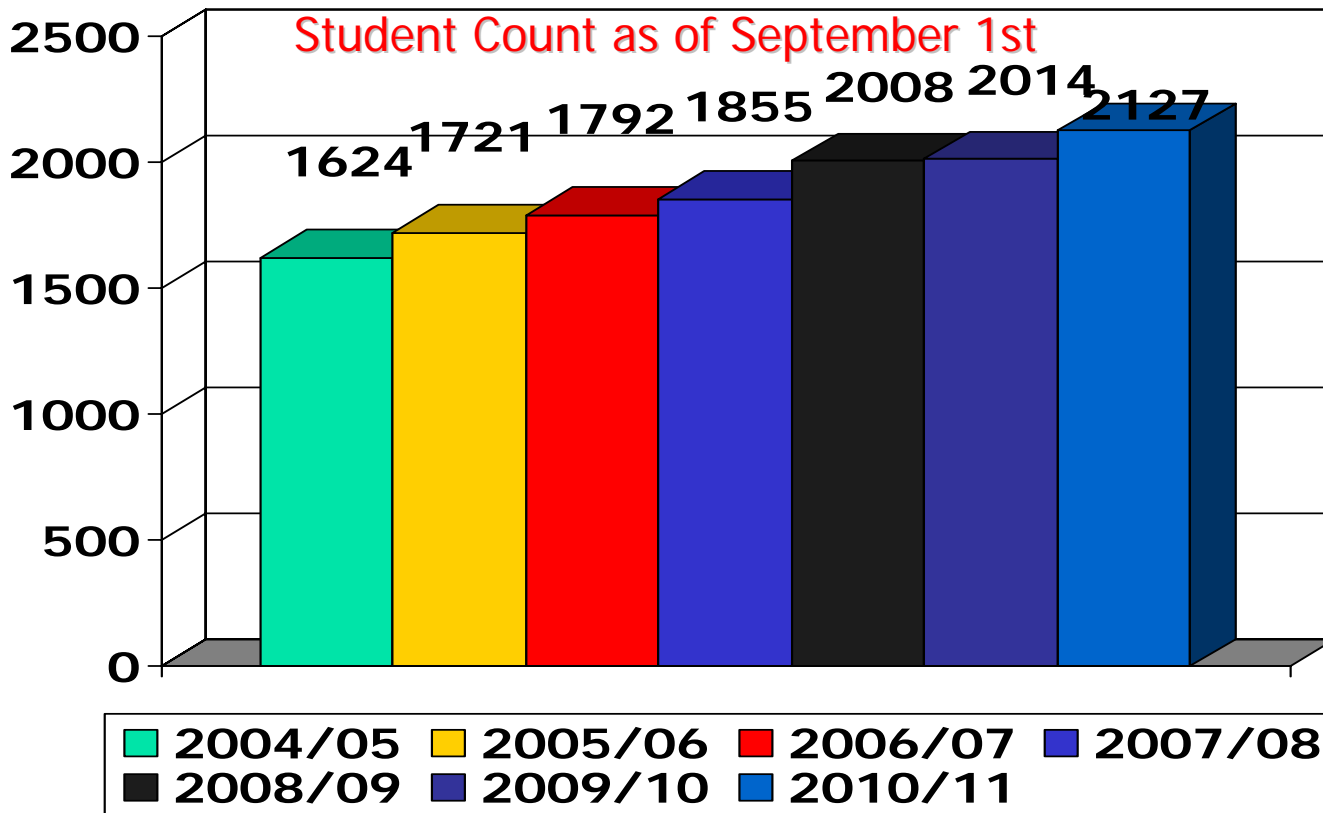
- Population increased slightly,
 - 2127 students eligible for special education programs and/or services,
 - September 2009, 2014 students

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Special Education



Note: This data reflects a Sept. 1st count, not the official Federal count of special education students conducted on Dec. 1st of each year and posted on the DOE website.





Special Class Programs

- **Elementary Schools:**

- Sharp—Learning Language Disabilities Program (3 classes)
 - Cooper—Learning Language Disabilities Program (3 classes)
 - Mann—Autism (2 classes)
 - Harte—Autism (2 classes)
 - Kingston—Autism (2 classes)
 - Kilmer—Behavior and Emotional Support Program (2 classes)
Learning Language Disabilities Program (1 class)
 - Paine—Multiple Disabilities Program (2 classes)
 - Johnson—Communication Impairment Program (3 classes)
 - Knight—Communication Impairment Program (2 class)
 - Stockton—Learning Language Disabilities Program (2 classes)
-
- **A Special Class Program is sometimes referred to as a self-contained program**





Special Class Programs

- **Middle Schools:**

- Carusi—Specific Learning Disabilities Program; Multiple Disabilities Program
- Beck—Behavior and Emotional Support Program
- Rosa—Communication and Pragmatic Language Social Skills Program; Behavior and Emotional Support Program

- **High Schools:**

- Malberg—Alternative H.S. Program/Behavior and Emotional Support
- H.S. East—In-Class Resource Program; Pull-Out Replacement Program
- H.S. West—In-Class Resource Program; Pull-Out Resource Program; Pull-Out Replacement Program; Vocational Program; Functional Academics Program





Special Education Expansion

New Developments in Special Education Programming

- **Additional Staff:**
 - 2 Inclusion Teachers
 - 2 Communication Impaired teachers

- **Special Education Program Development:**
 - Expanded Communications Classes at Johnson and Knight





Special Education – Department Organization

Supervisor of
Special Education (3)

Colleague Teacher of
Special Education

Child Study Team – 10 Teams (Psych, SW, LD)
19 schools
Referral, evaluation, classification, IEP development,
Annual reviews, case management

Special Education Teachers and Related Service Providers



Special Education Board Goal

Achieve an increased level of consistency across all schools by applying an individualized data-driven approach to Child Study evaluations, IEP development and implementation of Special Education programs.



Impacts and Indicators of Success

- **Impact:**

- Ensures conformance of IEP documents with regulatory language

- **Indicators of Success/Accountability:**

- By June 2011, determinations of special education eligibility of students evaluated by CST across all schools will be based on similar criterion referenced norms and similar in-range scores delineated within evaluation reports.



Impacts and Indicators of Success

- **Impact:**

- IEP goals and objectives in the content standards and related service areas will include specific evaluative language and methodology to monitor student progress and achievement across the school year.

- **Indicators of Success/Accountability:**

- By June 2011, IEP documents will reflect goals and objectives written in alignment with Core Curriculum Standards and include specific criteria for anticipated student progress over a year's duration to ensure measurability.



Impacts and Indicators of Success

- **Impact:**
 - Any outstanding needs from the self-assessment will be addressed in the 2010-11 school year
- **Indicators of Success/Accountability:**
 - By June 2011, all trainings specified in the self-assessment have been provided to appropriate staff.
 - Beginning at age 14 transition plans will incorporate specific activities for students, staff and outside agencies, where appropriate, to support outcomes identified in student IEPs.





Point of Contact

Classroom Teacher

Case Manager and/or
Guidance Counselor

Building Principal or Supervisor

District Supervisor of Special Education
