

Appendix F. Special Education Curricular Considerations

In accordance with New Jersey state curriculum standards, district curriculum policy, and I.D.E.I.A. federal mandates, all children, to the greatest extent possible and in the least restricted environment, are included in the regular education setting and taught the same curriculum as their peers.

Students with special needs are expected to participate in as much of the regular school day as possible, including assessments, with appropriate accommodations and modifications as needed as they work toward achieving the New Jersey Core Curriculum Content Standards.

All children, including those with special needs, are expected to participate fully in the activities and assessments of this curriculum. For classified students, any differentiated program activities, strategies and materials are identified for each specific curricular area in the student's Individualized Education Plan (IEP).

Settings, Curricular Impact and Responsible Educators

Mainstream with Modifications (MM): Regular education teachers who have students mainstreamed with modifications into their classes are expected to review the IEP and follow all curricular modifications and accommodations listed. It is the regular education teacher's responsibility to ensure that the IEP is followed in this setting.

Mainstream with Aide Support (MAS): In regular classroom settings where an instructional aide is provided for student assistance, the regular education teacher remains in charge and responsible for reviewing the IEP and following all curricular modifications listed. The instructional aide does not make modifications to materials, tests or activities. It is the regular education teachers' responsibility to see that the IEP is followed in this setting.

In-Class Support (ICS): In regular education classrooms where a special education teacher assists student learning and co-teaches with a regular education teacher, the special education teacher assumes responsibility for the implementation of modifications according to the IEP. The special education teacher has the responsibility and expertise to modify materials and activities to meet the needs of special education students. Generally, unless the IEP states otherwise, the special education student is required to meet all NJCCCS and to follow the district curriculum guide for that subject area.

Pull Out Options: In pull out special education settings, such as a resource center, the regular education curriculum remains the curriculum guide for the class. However, based on IEP requirements, the special education teacher may select from various grade level curriculum guides as specified in the IEP goals and objectives. In addition, the special education teacher may alter grade level materials or utilize additional methodologies and techniques. The district does not endorse one particular special education method or technique over another. The district remains eclectic in its approach to meeting the continually evolving needs of special education students in a pull out setting. In this setting, it is the responsibility of the special education teacher to insure that IEP requirements are met and that all district curriculum is followed.

The following chart delineates the above mentioned settings and their impact on instruction and modifications that may be used.

Program	Setting	Curriculum	Modifications
Mainstream with Modifications (MM)	Regular classroom with a regular education teacher (no additional staffing)	Grade level curriculum (no curricular content modifications)	Selected examples include but are not limited to: <ul style="list-style-type: none"> • Preferential seating • Extended time on assignments and tests
Mainstream with Aide Support (MAS)	Regular classroom with a non-certified instructional aide	Grade level curriculum (No curricular content modifications)	Selected examples include, but are not limited to: <ul style="list-style-type: none"> • Preferential seating • Extended time on assignments and tests • Redirecting • One-to-one assistance
In-Class Support (ICS)	Regular classroom with a certified special education teacher	Grade level curriculum with content modifications by special education teacher as necessary	Selected examples include, but are not limited to: <ul style="list-style-type: none"> • Preferential seating • Extended time on assignments and tests • Redirecting • One-to-one assistance • Modified study guides • Modified tests • Modified activities and assignments as needed
Pull Out Options	Separate small classroom setting with a certified special education teacher	Selected from various grade level curriculum guides as specified by the objectives in the IEP	Selected examples include, but are not limited to: <ul style="list-style-type: none"> • Preferential seating • Extended time on assignments and tests • Redirecting • One-to-one assistance • Modified study guides • Modified tests • Modified activities and assignments as needed • Special teaching techniques • Replacement grade level materials