

Financing Special Education in New Jersey
 New Jersey School Boards Association
 September 2007

Special Education Program Cost Center Descriptions

Special education services must be provided according to an Individualized Education Program (IEP) in the least restrictive environment (LRE), but may be provided in a variety of ways depending on the nature of the disability and the students' instructional needs. The several cost centers described below are not mutually exclusive since a given student may receive one or more of these services in any combination. These programs may be provided in or out of district in public or private settings. The group-size limits are taken from the proposed regulations.

Supplementary Aids and Services: This program is delivered in general education classes and consists of modifications in the curriculum and instruction, assistive technology and/or a classroom or personal aide. The aide may be present for one or more periods a day and may also assist the student going from class to class, in the lunchroom and/or in the restroom. A teacher must be certified for the subject or level in which supplementary instruction is provided. The maximum group sizes are the same as those for in-class support (see below).

In-Class Support: This program is delivered in general education classes and consists of a teacher of the disabled designing modifications in the curriculum and instruction as well as providing direct instruction to the student or guiding classroom/personal aides in their implementation. The teacher may be present for one or more periods a day. The maximum group sizes are:

Support Resource or Supplementary Instruction	Elementary	Elementary with an Aide	Secondary	Secondary with an Aide
In-Class	8	--	10	--
Pull-out Single Subject	6	9	9	12
Pull-out Multiple Subject	6	9	6	9

Pull-Out Resource: This program is delivered outside of the general education class and consists of a teacher of the disabled designing modifications in the curriculum and instruction as well as providing direct instruction to students. The students may attend the pullout resource program for up to half the day in elementary school or up to a full day in secondary programs. The maximum group size is six for elementary school and nine for secondary school for a single subject (multiple subjects are not allowed). With an aide present, the maximum number of students goes to nine for an elementary program and twelve for a secondary program.

Special Class: This program is delivered outside of the general education class and consists of a teacher of the disabled designing modifications in the curriculum and instruction as well as providing direct instruction to students. The students may attend the special class up to a full day. The maximum class sizes are listed below:

Special Class	Maximum without an Aide	Maximum with an Aide
Auditory Impairments	8	12
Autism	3	6 elementary; 9 secondary (two aides required)
Behavioral Disabilities	9	12
Cognitive – Mild	12	16
Cognitive – Moderate	10	13
Cognitive – Severe	3	6 elementary; 9 secondary (two aides required)
Learning/Language – Mild or Moderate	10	16
Learning/Language – Severe	8	12
Multiple Disabilities	8	12
Preschool Disabilities		8 12 with two aides
Visual Impairments	8	12

Home Instruction: This instruction is provided to students at home or in another setting and must be done individually for 10 hours a week in no fewer than three visits on three separate days by a certified teacher or teachers.

Related Services – Speech: This is the most common related service delivered alone or in combination with any other special education program. Students may receive speech services for one or more periods a week either individually or in groups not exceeding five students. Speech is provided by a speech-language specialist, usually district-employed, but they may be contracted.

Related Services – Counseling: This is a common related service, particularly for students who have emotional difficulties. Students may receive counseling for one or more periods a week either individually or in groups. A school psychologist, school social worker or guidance counselor provides counseling. These services are usually provided by district-employed people, but may be contracted.

Related Services – Occupational Therapy or Physical Therapy: These services are provided for one or more periods a week either individually or in groups. A district-employed or contracted occupational therapist or a physical therapist provide these services.

Related Services – Other: Services such as behavioral consultation, interpreter, personal aide, assistive technology or other needed services may be provided depending on the nature of the disability.

Support Services-Extra: These are extra services called for in the Individualized Education Programs for students with disabilities, such as personal aides, assistive technology and other accommodations.

Related Services – Transportation: This service is provided when students are sent out of district or if their disability prevents them from getting to school any other way. Bus drivers must be appropriately trained. An aide may be assigned to the bus as well.

Out-of-District Placements: When a program is not available within the district, students may be sent to another public school, a specialized public school (Special Services School District, Educational Services Commission or Jointure Commission), a private school for the disabled or an accredited nonpublic school.

Child Study Team Services: A learning disability teacher-consultant, school psychologist and school social worker constitute a child study team. They are responsible for conducting planning meetings, evaluations, developing IEPs and case management. They may also conduct independent evaluations for other districts or privately. Evaluations in other languages are provided when the student cannot be evaluated in English.

Administration of Special Education: Administration of special education may be provided by an assistant superintendent, principal, director or coordinator. They may have other assignments as well. They are responsible for ensuring that federal and state regulations and district policies are followed and special education and related services are provided to students with disabilities.

Elements of Costs

The special education costs are affected by the following elements:

Number and Types of Staff	Means: By district or Contracted
Number of Students	Administration
Supplies and Equipment	Personnel
Assistive Technology	Other