

Course Outline

Course: Multiply Disabled Class

Level: ungraded

Written or revised: 3/23/09

Prerequisites: One must be classified by CST (in accordance to IEP) as Multiply Disabled or found to benefit (according to IEP) from the self contained class. The student must have completed their elementary school experience and is transitioning to high school (as per IEP).

Course Description:

The Multiply disabled class is a self-contained class running eleven months. It consists of a teacher, aides, nurses, physical therapist, occupational therapist, speech therapist and representation from the NJ Commission of the Blind. The MD class curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in the educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin or sexual orientation, gender, religion, disability, or socio-economical status. The program is designed to meet individual goals and objectives of students in accordance with Core Curriculum Content Standards of the state of N.J. and provide all stated individual services of Physical therapy, occupational therapy, speech, Commission of the Blind, and Adaptive Physical Education.

CCCS Addressed:

3.1 Reading	4.1 number and numerical operations	5.1 scientific processes
3.2 Writing	4.2 geometry and measurement	5.7 chemistry
3.3 Speaking		5.8 earth science
3.4 Listening	6.4 U.S. and N.J. history	
	6.6 geography	

These CCCS are incorporated in thematic lessons and individualized for each student.

Course Goals and Objectives:

Measurable goals are related to CCCS through the general education curriculum unless otherwise required according to the student's educational needs. Goals and objectives adhere directly to each student's Individual Educational Plan (cognitive, medical, social needs).

Implementation of Technology:

Each student may use a variety of assistive technology to productively participate in activities. These include but are not limited to: computer, computer interface, computer touch screen, individual augmentative communication devices, switches, able net, touch activated toys and devices, switch activated appliances and implements.

Materials:

Web N.J. Fair Rights, CST members, school nurse, SCARC Transitional Services, Commission of the Blind, Parental Rights in Special Education, physical therapist, occupational therapist, and speech therapist.

Evaluation:

Parent/teacher/aide/nurse/ observation. State mandated APA. Quarterly report cards and narratives. IEP reviews.

District and Course Policy: NA