

Celebrate the Children



School for Children with Alternative Learning Styles

State Approved School
Denville, New Jersey

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Welcome to Celebrate the Children

Celebrate the Children is a comprehensive, state approved educational program for students on the **Autism Spectrum (PDD-NOS)**, who have **Multisystem Developmental Disorder (MSDD)**, **Regulatory Disorder**, **ODD**, **OCD**, **ADHD**, **Down's Syndrome**, **expressive language delay**, or **mild physical disabilities**.

At a Glance:

In small class settings of 8-12 students, we offer:

- Challenging academic programs fulfilling all requirements of the NJ Core Curriculum Content Standards (Non-Profit, NJDOE Approved School)
- Cutting-edge, research-based intervention targeting the specific processing challenges of the individual students
- Intensive focus on building self-esteem and developing healthy relationships
- Intensive language and communication development
- Independence and life-skills program
- Transition program
- Community-Based Instruction
- Adult/Continuing Education
- Interdisciplinary approach to instruction
- Licensed Occupational, Physical and Speech Therapists with expertise in augmentative communication, feeding, oral-motor, pragmatics, sensory integration and handwriting
- Mental Health Department/Student and Family Support Services with on staff social workers
- Approved testing site
- Adaptive Physical Education, Art, Music, Yoga, and more, including organized school-wide events
- After School Program



Visit us on Facebook!



The Unique Nature of the Program

Celebrate the Children

Celebrate the Children is one of the first schools to use the **DIR**[®] model to fulfill the requirements of the NJ Core Curriculum Content Standards. We are at an important time in the history of education as many people, including public school districts, are recognizing the needs for approaches for special needs children that look at overall development and target documented deficit areas such as abstract thinking, problem solving, independence, self-esteem, emotions, language, and social interactions in a natural and supportive setting.

- It has been argued that children need cognitive skills, such as independent thinking, problem solving and understanding of social relating, as a foundation to all other learning (Greenspan, 1997).
- The DSM-IV identifies these areas of deficit in children on the autistic spectrum and other disorders of relating and communicating.
- Currently, parents and professionals are recognizing the limitations of traditional approaches and requests for DIR[®] services are increasing at a rapid and steady pace. It is the goal of Celebrate the Children to expand the use of DIR[®] through direct intervention services and the training of other professionals.



On-site classrooms provide a comprehensive education for our students that meet the New Jersey Core Curriculum Content Standards. These classrooms provide a supportive learning environment for students who are not yet ready to participate in their home district programs or their home districts do not yet offer a program to support their needs. The curriculum incorporates all components of the Celebrate the Children program with a heavy focus on independence, abstract thinking and social skills preparing them for less restrictive environments.

Parent and sibling training and support include on-site DIR[®] and behavioral training for parents, facilitated play sessions with siblings, and support groups for both parents and siblings. The goal behind this service is to empower family members with an understanding of the student's individual profile that will result in positive and meaningful relationships.

Research projects currently underway: 'The Efficacy of DIR[®] Programs in Educational Settings'.

Developmental Individual Relationship-based Intervention/Floortime[™] Model has over 30 years of worldwide success founded by Drs. Greenspan and Wieder. Visit www.profectum.org for more information and training on the DIR[®] approach.



Mission Statement

Celebrate the Children

Celebrate the Children will utilize state of the art interventions to serve children with difficulties in relating and communicating, including autism spectrum disorders in a fiscally responsible manner. The ultimate goal of the organization is to develop children who:

Are Well Regulated

Have Healthy Relationships

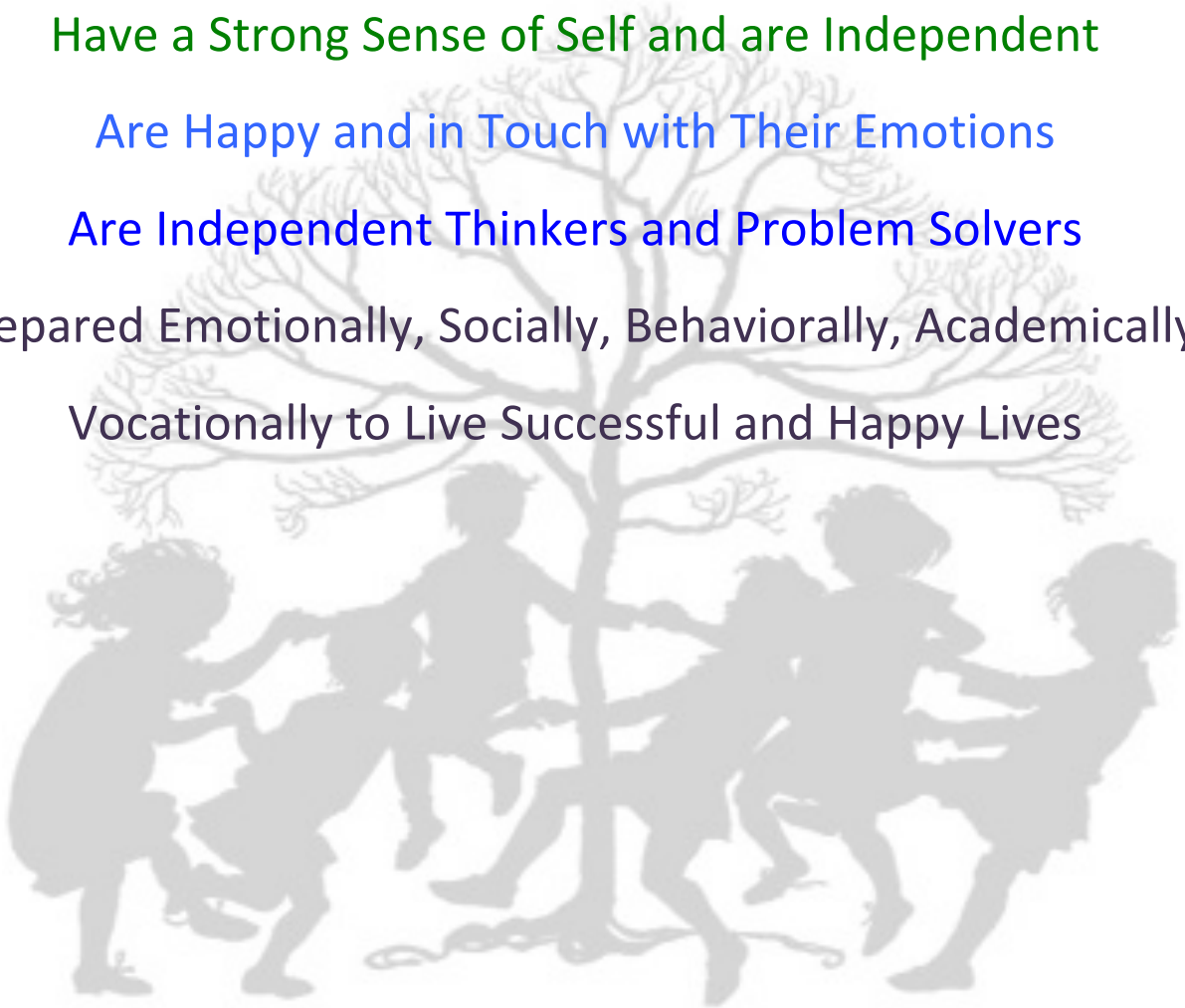
Have Good Self-Esteem and a Positive School Experience

Have a Strong Sense of Self and are Independent

Are Happy and in Touch with Their Emotions

Are Independent Thinkers and Problem Solvers

Are Prepared Emotionally, Socially, Behaviorally, Academically and Vocationally to Live Successful and Happy Lives





History

Celebrate the Children

Celebrate the Children consists of a group of professionals who have been working together over 15 years to provide services to children with special needs under the employment of various school districts in New Jersey. Celebrate the Children was initially founded in 1998 by behavioral consultant, Monica Osgood. The success of CTC's intervention services has been recognized worldwide and is now in overwhelming demand, culminating in Celebrate the Children branching off into a full-service school setting in their first school in Byram, NJ in 2004.

Founded by Monica Osgood and Lauren Blaszak with help from their Board of Directors, the school has since expanded and serves over 120 students from over 70 school districts in its educational programs alone. The existing CTC programs are currently serving as models to other programs developing under the DIR® philosophy. Observers and working volunteers are a regular feature within the programs as other professionals take advantage of learning within the model.



Faculty

Celebrate the Children

Our school consists of a highly talented, interdisciplinary team including:

- Classroom Teachers
- Head Teachers
- Paraprofessionals
- Physical Education Teacher
- Art Teacher
- Music Teacher
- Life Skills Teachers
- Reading Resource
- Supported Typing
- Technology
- Transition Coordinator
- Related Services: Speech and Language Pathologists, Occupational Therapists, and Physical Therapists
- Student and Family Support Services: School Social Workers, School Counselors, and Guidance Counselors



Meet the Executive Directors

Celebrate the Children

Monica Osgood is one of the Co-Founders and Executive Directors of Celebrate the Children school and Executive Director of the Developmental Center for Children and Families. In 1998, Monica created the first public school program based solely on the Developmental Individual Relationship-Based (DIR®) approach. In 2004, she collaborated with Lauren Blaszak to open a state-approved school for children ages 3-21 in northern New Jersey also based on the DIR® framework. She was a member of the ICDL advisory board and joined the ICDL institute faculty in 2001. Currently, Monica is the Executive Director of the Profectum Foundation, a non-profit organization that aspires to define the Foundational Capacities of Development as a framework for integrating different intervention approaches and to train hundreds of thousands of parents and practitioners around the world.



Additional accomplishments include many speaking engagements at conferences and participation in television, radio, and newspaper interviews across the USA, Wales, Ireland, and Amsterdam. She has appeared on Welsh Channel 4 and BBC1 documentaries, sharing the DIR® approach with British parents and professionals. Monica and the Celebrate the Children school were featured in a TIME Magazine cover story in May of 2006. Most recently, she collaborated with Grammy® Nominated children's artists Dan Myers and Brady Rymer on an album and music video celebrating diversity in children with all abilities.



Lauren Blaszak is one of the Co-Founders and Executive Directors of Celebrate the Children school. Lauren has extensive experience working with students with Autism Spectrum Disorder and other developmental disorders for over 14 years. Prior to starting the school in 2004 in collaboration with Monica Osgood, Lauren worked as a behavioral consultant to public school districts in New Jersey and New York. In addition, her experience includes parent support and training, social skills training, supervision of home programs, supervisor of instructional teams and supporting public schools in learning about and integrating DIR® into the mainstream. She also works collaboratively with other organizations and professionals in terms of education and research of Autism and related disorders. Her accomplishments include speaking engagements at national and local

conferences, as well as participation in television, radio, and newspaper interviews and publications.



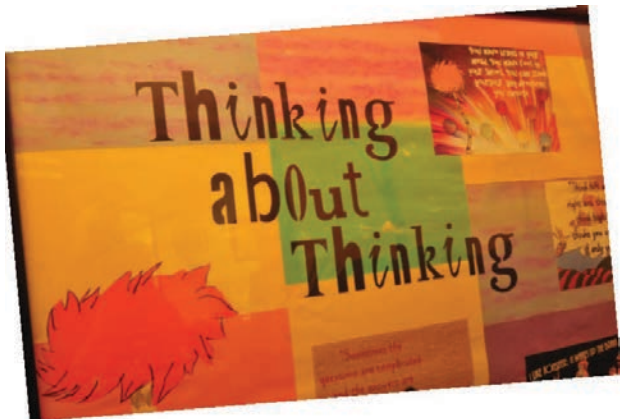
Program Philosophy

Celebrate the Children

Progress must start with a relationship. We want to support children to become happy, secure, social and creative people, who can think outside the box and think on their feet. We must respect and support each child's unique profile while promoting development through meaningful, relationship-based experiences. The relationships that support this development are built on respect and trust. For children who experience the world in an often disorganized and sometimes fearful way, these trusting relationships require patience and nurturing. A key component of our approach is the involvement of families in the intervention. Sometimes this simply starts with helping the parent and child get back to a place where they can enjoy each other again rather than solely focusing on the challenges. Once we have taken the time to get to know the child and learn about the unique way in which they experience the world, we can support them in reaching higher levels of development.



Autism is a sensory-processing disorder, not an intellectual disorder. Many ASD children are highly intelligent and often gifted. Therefore, if we can make a connection with them, we can tap into all the wonderful gifts they have to offer. We target development from the foundations of self-regulation and engagement, all the way through emotional and abstract thinking and reflection. The most recent research in the field of autism now supports the notion that critical neurological connections are made when children are engaged in pleasurable and meaningful interactions with their caregiver.



so fundamental in the world of developmental approaches to learning. When children learn to master and integrate their emotions, ideas, and bodies, the sky is the limit!

Monica G. Osgood 1998, 2011

Celebrate the Children uses the Developmental, Individual-Difference, Relationship-Based Intervention model (Greenspan-Wieder).

Celebrate the Children (CTC) admits students of any race, color, national and ethnic origin to all the rights, privileges, programs, and activities generally afforded or made available to students at the school. CTC does not discriminate on the basis of race, color, national and ethnic origin in administration of its educational policies, admissions policies, scholarship and loan programs, and athletic and other school administered programs.



Developmental, Individual-Difference, Relationship-Based Approach (DIR®)

Celebrate the Children

Developmental, Individual-Difference, Relationship-Based (DIR®) Approach (also known as Floortime™) offers a developmental approach to intervention for children with special needs in partnership with their parents. Intervention is naturalistic, play-based, child-led and adult-facilitated. Pioneered in the 1980's by Profectum's Clinical Director Serena Wieder, PhD, and the late Stanley Greenspan, MD, the model emphasizes that a child develops in relationships with another. Frequently children with special needs are challenged by neurobiological factors, which make it difficult to participate and enjoy early emotional interactions with their parents. These shared interactions between parent and child that are meaningful, positive and pleasurable create the foundation necessary for all development. DIR®/Floortime™ supports parents in their natural and pivotal partnership with their child promoting their development across areas, including regulation, joint attention, communication and language, motor-skills, cognition, ideation and execution, and social problem-solving. "Floortime™" essentially means joining the child where they are, revisiting previously missed growth opportunities and moving forward.

DIR®/Floortime™ has been created by experts in the fields of pediatric medicine, developmental psychology, education, speech and language, occupational and physical therapies, making it the first truly integrated multi-disciplinary approach for children with ASD or other special need.

D defines the fundamental capacities for joint attention and regulation, engagement across a wide range of emotions, two-way communication, and complex social problem solving. These in turn underlie the development of symbol formation, language and intelligence.

I refers to individual differences related to sensory reactivity and regulation, visual-spatial and auditory/language processing, and purposeful movement.

R refers to relationships with caregivers that are the vehicle for affect-based developmentally appropriate interactions. Parents and families are central to this model because of their ongoing opportunities to support their child's everyday functioning to carry out emotionally meaningful goals based on developmental levels. Cultural and environmental influences are also considered.



Intervention begins with a therapist supporting both the parent and child in engaging in pleasurable, developmentally appropriate, interactions building and strengthening the core relationship between the caregiver and child that supports developmental progress. The treating therapist typically has advanced (preferably certified) training in the DIR®/Floortime™ model and may come from the fields of medicine, mental health, speech and language therapies, occupational and physical therapies, special education and early intervention providers. Parents are typically encouraged to engage in multiple "Floortime™" sessions daily with their child, formally and informally. Progress is measured beginning by establishing a baseline FEAS ("Functional Social-Emotional Assessment Scale"), updated quarterly.

For more information on DIR®/Floortime™ please visit, www.profectum.org



Functional Emotional Developmental Levels

Celebrate the Children



1. Shared Attention/Regulation and Interest in the World

The child's ability to regulate his or her attention and behavior while being interested in the full range of sensations (sights, sounds, smells, their own movement patterns, etc.). The child's ability to enter into a state of shared attention with another person. This is a child's ability to process their environment, filter out distractions, engage with others, and attend to play or tasks (ex. pay attention in the classroom).

2. Engagement/Forming Relationships

The child's ability to engage in relationships, including the depth and range of his/her pleasure and warmth. The related feelings, such as assertiveness or sadness, can be incorporated into the quality of engagement and the stability of the child's engagement (ex. does he/she withdraw or become aimless when under stress?).

3. Two-Way, Purposeful Interactions with Gestures/Intentional Two-Way Communication

The child's ability to enter into two-way purposeful communication. At its most basic level, this involves helping a child open and close circles of communication. This is a child's ability to be intentional in interactions and activities. For example, a child is able to initiate with another person to keep activities going for desired objects or activities, etc.

4. Two-Way, Purposeful Problem-Solving Interactions/Development of Complex Sense of Self

The ability to string together many circles of communication and problem solving into a larger pattern (ten or twenty). This is necessary for negotiating many of the most important emotional needs in life (being close to others, exploring and being assertive, limiting aggression, negotiation safety, etc.).

This is the stage where the child begins to develop a sense of self/self-esteem/independence ("I did it!" or "Look what I did!"), using affect, gestures and words, if verbal.

5. Elaborating Ideas/Representational Capacity and Elaboration of Symbolic Thinking

The child's ability to create mental representations. The ability to do pretend play or use words, phrases or sentences to convey some emotional intention ("What is that?," "Look at this fish!," or "I'm angry!," etc.). The child begins to have his own ideas and share them with the people around him. This is the ability to share ideas with others and represent ideas and real life through play or activities.



6. Building Bridges Between Ideas/Emotional Thinking

The child's ability to make connections between different internal representations or emotional ideas ("I'm mad because you're mean."). This capacity is a foundation for higher level thinking, problem solving and such capacities as separating fantasy from reality, modulating impulses and mood, and learning to concentrate and plan.



Functional Emotional Developmental Levels

Celebrate the Children



7. Multi-Cause, Comparative, and Triangular Thinking (Grade School Children)

The child is able to explore multiple reasons for a feeling, comparing feelings, and understanding triadic interactions among feeling states (ex. "I feel left out when Susie likes Janet better than me."). Finding an indirect road to problem solve, (ex. "John wants to be Sara's friend."), he sees that Tom is Sara's friend, so John becomes Tom's friend. This type of thinking is more expansive and even a little manipulative. He learns to "work the crowd" to satisfy his social needs. During this stage the child becomes more interested in his/her body and sexual relations. These feelings may cause the child to be fearful. Nurture him/her through these fears and help them to understand their feelings. It is a good sign when a child becomes manipulative in a triangular way. When understanding the three-person system, the

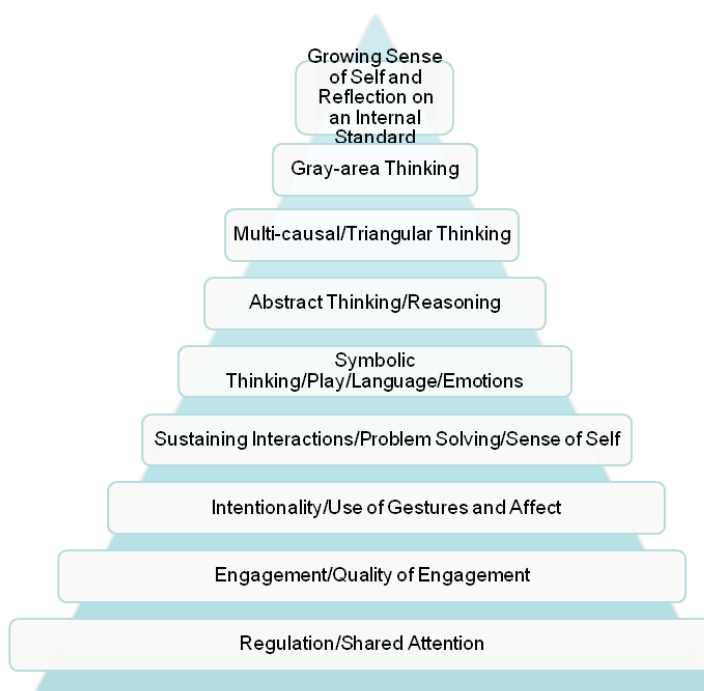
child becomes interested in all facets in their world: sex, death, where did I come from? Etc.

8. Emotionally Differentiated Gray-Area Thinking (Grade School Children)

Shades and gradations among different feeling states, the ability to describe degrees of feelings about anger, love, excitement, disappointment, etc. (ex. "I feel a little annoyed."). The child begins to know where they fall on the social ladder. They begin to define themselves by how accepted they are by their peer group. He/she begins to see the "shades of gray" and becomes better problem solvers. He/she can also see consequences of their behavior. The child is able to give you a range of emotions, (ex. "I'm a little mad, very mad, etc." or "I'm the best, Jo is second best, and John is the worst.").

9. Intermittent Reflective Thinking, a Stable Sense of Self, and an Internal Standard (Grade School Children)

Reflecting on feelings in a relationship to an internalized sense of self ("It's not like me to feel so angry" or "I shouldn't feel this jealous."). The child begins to internalize values and develops a greater sense of self that can't be broken down by lack of acceptance by a peer group (ex. "Sally was mean to me because she was having a bad day, but I am still a good person.").





Profectum Foundation

Profectum Foundation & Celebrate the Children



Profectum comes from the Latin for "advancement or progress," and the Profectum Foundation is dedicated to advancing the development of all children, adolescents and adults with autism and special needs.

The Profectum Foundation has been formed by a group of concerned parents and expert practitioners experienced with developmental and behavioral interventions including our very own, Executive Director, Monica Osgood. They believe that a person's growth and development depend on incorporating new learning and experiences to advance to the next stage of development. Similarly, they believe that the intervention approaches that parents and practitioners use to help individuals with special needs must also advance and evolve to incorporate new ideas, new knowledge and reflect the most up-to-date research.

Profectum recognizes the reality that parents, early intervention programs, and schools currently use a number of different intervention approaches, each of which has its own strengths and weaknesses in addressing an individual's needs. Their Foundational Capacities for Development™ (FCD™) provides an integrative framework to help parents and practitioners determine how to integrate different approaches to help an individual with special needs address his/her barrier or challenge at specific stages of development.

Profectum embraces the Developmental, Individual-Difference, Relationship-Based (DIR®/Floortime™) model at its core. The faculty of nearly 60 professionals, (including Serena Wieder, who co-created the DIR® model with Stanley Greenspan and started ICDL's DIR® Institute) collectively has over 1000+ years of experience working with individuals with special needs, invested over 300+ hours to create the FCD™ to bring DIR®/Floortime™ to its next level. The DIR®-FCD™ approach provides the basis for parents, multidisciplinary professionals and paraprofessionals working with individuals on the autism spectrum to identify an individual's needs and bring to bear the best tools and approaches to help address such needs – be it DIR®/Floortime™ to build the foundational skills or ABA, visual-spatial work, EDSM (Early Start Denver Model) or others.

Profectum welcomes parents, clinicians, educators, early intervention specialists and others interested in broadening their understanding of how to use the DIR®/Floortime™ model with other integrated treatment approaches to address real-life challenges and how parents and professionals use real-world solutions to realize each child's potential.

For more information, please visit Profectum's website, www.profectum.org



Foundational Capacities for Development

Profectum Foundation & Celebrate the Children

Development is never straightforward. Neither is intervention. Despite the advances research has made in the last decade, attempts to translate these into best practice face many challenges and obstacles. While early identification now has some reliable tools and clinical trials are underway in early intervention, it is not yet possible to capture the complexity of autism spectrum disorders and the variability in how different children respond to different interventions, especially as children grow older and become adolescents or adults and outcomes vary so widely. Identifying the potential capacities of each person and guiding their development to realize this potential is the most important goal we have.

Since we are very far from knowing which interventions will benefit which person in this diverse disorder, we must rely on extensive clinical experience and developmental models to guide best practice. Two key principles are relevant. First, intervention models must address the unique characteristics of each child and the families and systems they are part of. Second, individuals develop across the life span and can continue to advance provided with foundational capacities to support learning and functioning. In the last century, development began to take on various meanings. For some, it was the behavioral and regulatory aspect of growth. For others, it involved a progression of skills to support functioning and competence, and still for others, the essence was an emotional and thoughtful life with relationships at the center. Development encompasses all of these meanings.

Profectum believes development advances when experience captures the child's affects and interests and activates new learning, gets organized through interactions, and gets integrated into the child's repertoire of thinking, feeling and functioning. These experiences build the foundational capacities to support development across the life span ("Foundational Capacities for Development™" or FCD™). They are integrative capacities that go beyond specific sensory motor processing and environmental challenges, as they are more fundamental, dynamic, interactive, and underlie how and to what degree they effectively integrate experience to advance development.

Developmental problems need developmental solutions. Greenspan and Wieder developed an integrated bio-psycho-social framework to profile typical development, which became a guide for assessment and interventions for special needs. The Developmental, Individual-Difference, Relationship-Based Model (DIR®) identified the functional emotional developmental capacities that integrate emotional and intellectual development. Not only did interventions have to be tailored to the unique profile of the child but depended on relationships as the vehicle for learning and affect to engage and give meaning to experiences. This framework provided the anchor for a comprehensive intervention approach that changes as the child grows and needs change. The FCD's complement the DIR® framework by defining critical elements and experiences, which further enable children to climb the developmental levels.

Foundational Capacities for Development

Foundational Capacities consist of those underlying functions that serve to:

- **Activate**
- **Organize**
- **Integrate Experience**

which leads to advancing the full range of developmental competence.





Foundational Capacities for Development

Profectum Foundation & Celebrate the Children

When development falters in any area, be it emotional, thinking or learning, functional competencies, or behavioral regulation, reassessment is needed to identify gaps in comprehension and functional skills that derail or stall further progress in order to tailor interventions to current developmental challenges. As children get older, more specific learning disabilities and co-morbid medical, behavioral and mental health conditions may require revisions in the treatment plan. All relevant approaches and tools complimentary to developmental models need to be considered at such times and integrated into an ongoing comprehensive program.

Decisions regarding comprehensive and integrated intervention require clinical and educational expertise. At younger ages various developmental approaches, such as ESDM and SCERTS®, have supportive evidence and clinical trials are underway for other methods; but it is not possible to say what works best for whom. Adding developmental components such as joint attention and symbolic play to behavioral models have been demonstrated to be very effective. Working more closely with families and home programs also enhance outcomes. The challenges with school aged children and older are more complex. More specific learning techniques may be needed to improve comprehension, visual-spatial interventions to improve sequencing and logic, behavioral interventions to support emotional regulation, sensory motor therapies to improve praxis, psychotherapy and medications to deal with anxiety, family support to promote adaptation and coping, etc. Advancing development is always a work in progress, and the Profectum Foundation and Celebrate the Children hold the promise of progress embracing the complexity and nuance of the autism spectrum and other special needs.

Best Practices Guidelines

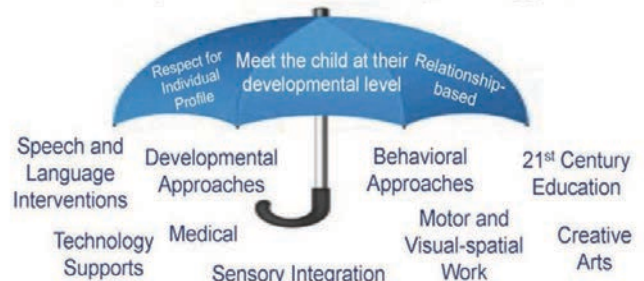
Celebrate the Children

Profectum’s Discipline Specific and Interdisciplinary Working Groups are working to create and update our beliefs on best practice guidelines as new knowledge and research become available.

As we start this effort, we believe that an integrated intervention program for each individual with special needs should:

- Meet the child at his or her developmental level and build from there
- Advance the child’s profile of individual differences
 - Sensory, Motor and Visual-Spatial
 - Communication and Language
 - Socially and Emotionally
 - Cognitively and Academically
- Use highly affective (or high affect cues) and relationship-based interactions to convey meaning
- Focus on initiation, intention and discovery to promote problem solving, symbolic thinking and abstraction
- Encourage reflection to develop one's sense of self and empathy with others
- Respect the family is an equal partner in treatment

Best Practice Guidelines are essential components of the "umbrella" covering the different treatment approaches and specific interventions each child might receive over his or her lifespan. Foundational concepts of these guidelines include respecting a child's individual profile, developing trusting relationships and meeting each child at his or her developmental level to chose and implement the correct treatment plan at any given time.





Summary of Activities

Celebrate the Children

Arrival/Free-Play/Floortime™(DIR®)/Regulation/Data

As the children come into the classroom, they are expected to put away their belongings independently. Once their things are organized in their cubbies, they may go to the toy corner/play area.

Journals

Older children will be responsible for keeping a journal. They will be encouraged to write and draw about their experiences including emotions, opinions and reflections.

Daily Responsibilities

Each child will have a job chart and be responsible for doing their job(s) independently each day. Organization, responsibility, pride, sense of self and independence are all a strong focus of our program. We want to support our children in feeling good about themselves and their accomplishments. We want to encourage a feeling of self-worth and pride in being independent and an intrinsic motivation to be successful.

Community Experience/ Work Place Readiness

Children will participate in activities in the community such as going to the post office, bank, gift shop, florist, children's theatre, pizza restaurant, etc. These trips will target teaching the children important living skills and giving them a sense of responsibility. Some trips will be purely for pleasure and learning, including fun outings for reinforcement for completing weekly job charts. Teachers will notify parents prior to any off-site activities and parents will be required to sign a permission slip.



The work place readiness component will include curriculum and community opportunities to support future employment for our students, the earning and benefits equal to those of their non-disabled peers, gain independence, self-worth, social connections and many of the other advantages of working.

Self-Help

As independence and having a strong sense of self are cornerstones of our program, self-help goals will be set for each child and worked on daily. These goals will range from simply unpacking and packing book bags to grooming, food preparation and higher-level responsibilities.

Morning Circle/Self-Esteem/Self-Expression/Star Power

Greetings, peer awareness and interaction, music, emotions, abstract thinking (building bridges, sequencing, predicting), theory-of-mind, specific social and language skills, attention and independence are all targeted during circle time. The principles of DIR® are incorporated into every aspect of Morning Circle. For example, children are encouraged to engage in extended circles of interaction, abstract thinking, problem solving, etc. Self-esteem and sense of self are supported, as the students are active participants in the group.

Children are seated in a semi-circle around the teacher. Although the children are required to attend to one teacher, at times, the children run activities themselves, taking turns at playing teacher. Additionally, all initiations made by the students during circle are treated as purposeful and intentional. This is a time for open discussions and sharing. Therefore, a strict schedule is not always followed.

The students are encouraged to greet their peers and various activities are used to increase peer awareness. Some of these activities include the "who is missing?" game and the "what's different about ____?" game. Songs and games are always favorites of the students. These activities are alternated with the more instructional portions of circle to keep the students focused.

Circle time for the older children focuses more on group discussions targeting specific social issues. Language, self-expression, consideration, empathy, theory of mind, abstract thinking, reasoning, problem solving and reflection are encouraged.



Summary of Activities

Celebrate the Children

Snack

Snack time is the perfect opportunity to build circles of interaction between staff and peers. Language and socialization are both targeted during this highly motivating time. Students are encouraged to ask their friends to share or trade snacks. Commenting and joking are facilitated during this time.

Floortime™ (DIR®): Play Skills/Peer Play/Regulation Games

This is the time for individual Floortime™ sessions. Floortime™ is a philosophy developed by Dr. Greenspan and Dr. Wieder. This approach allows staff to interact with the child at her level, while teaching through meaningful interactions. The basis of DIR® is to help children achieve regulation through relationships while providing them with the foundations needed for all learning. These foundations include the ability to sustain attention to activities and interactions, engage in interactions through a range of emotions, develop adaptive and coping strategies, be initiators of independent ideas and have the ability to sequence these ideas in meaningful ways, develop a good sense of self and the ability to string together ideas and social interactions to problem solve, to think and play symbolically and understand emotions, to use creativity and imagination, to think abstractly, reason and problem solve. Individual, specific language, social, behavioral and academic goals are layered upon these foundations. All goals are targeted through motivating, experience-based interactions with staff and peers.

Children have a program book based on their IEP, classroom assessments, and staff observation. This book contains specific goals for each area of development. Data is taken on all skills and monitored closely by classroom staff. Students are moved through the steps of each program based on data and their ability to generalize skills to all environments. Additionally, transition skills are worked on to support students transitioning to less restrictive environments. For example, if a child is having trouble raising their hand in circle time in their mainstream classroom, that skill will be taught and reinforced on an individual basis to make the mainstream experience more successful.

Semi-Structured Play/Peer Play/Play Skills

Specific play and social skills are taught using a hierarchy based on our curriculum. Introductory skills include finding hidden objects, peek-a-boo games, and physical games such as chase, symbolic play and turn taking. More advanced skills include imaginary play, sustained interactions and group games.

Skills are taught in the same areas the students use them. Staff takes on the role of the students and play at their developmental level modeling specific skills. Activities are based on the students' natural motivations and incorporate familiar themes. For example, students use dolls to act out riding home on the bus and familiar afternoon and evening activities.

Once children become more independent in their play, staff facilitates sustained peer play and is eventually faded out completely.

Language Programs/Speech and Language

Speech and language is a part of every component of the program but targeted most intensively during speech and Floortime™/DIR® sessions. Visuals are often used to teach and support children with auditory processing difficulties. Specific language goals from the program's curriculum follow a hierarchy of typical language development with a heavy emphasis on age-appropriate social language. Intensive oral motor and augmentative communication programs are implemented when appropriate.

Each child's learning style is unique. This is assessed and considered when setting language goals and assigning specific language programs. Programs range from purely experience-based learning experiences targeting specific language to very structured, table-top language lessons. Language goals are worked on all day. However, language is worked on more intensively during individual work time. Data is taken on each child's language goals daily and a scope and sequence of skills is followed from our language curriculum.

Independent Seat Work

The only goal of this activity is independence, pride and developing a sense of self. This is not a time to teach new skills or to insist on perfection. Independent task completion, self-regulation, listening skills and following group instructions are skills targeted to prepare students for less restrictive environments. Students are expected to independently listen to directions, retrieve work materials, bring them to their desks, complete their work and return them when done. Recognizing their accomplishments and sharing them with others when finished is encouraged.



Summary of Activities

Celebrate the Children

Academics

Academic goals are set for each child reflecting the Core Curriculum Content Standards (CCCS) and are targeted using a variety of approaches including DIR® (experience-based learning), breaking concepts down into smaller steps and the use of visuals. Teachers incorporate activities that target the different levels and learning styles of the children. Visuals, sensory materials and activities, music and movement are often part of academic lessons. Academic areas targeted include Language Arts, Mathematics, Science, Social Studies, and Health. Socialization, creativity, problem solving and abstract thinking are also infused into every learning experience. As soon as the children are ready, they are introduced to academic activities that mirror the mainstream environment they will (or do) participate in. During these activities, independence is encouraged.



Lunch/Facilitated peer interactions

Lunchtime is the perfect opportunity to build circles of interaction between staff and peers. Language and socialization are both targeted during this highly motivating time. Students are encouraged to ask their friends to share or trade food (staff is made aware of children with any food allergies). Commenting and joking are facilitated during this time.

Group Floortime™/ Social Skills Group: (social theme, peer turn-taking, shared timing, emotions, Theory of Mind, abstract thinking, problem solving)

Peer awareness and interaction, abstract thinking (building bridges, sequencing, predicting), problem solving, emotions, theory-of-mind, specific social and language skills, attention and independence are all targeted during this time. These skills follow a hierarchy based on our curriculum and the individual needs of the children. Each skill is extensively covered using books, videos, role-play, puppet and doll shows and experience-based activities. After being targeted through a structured lesson, children are encouraged to generalize the skills outside of circle. Facilitation of these skills followed by verbal reinforcement assist this process.

Abstract thinking/Sequencing/Problem Solving

This section is a large focus of our entire program and also reflects the Greenspan/Wieder philosophy. Our main goal is to help the students become independent thinkers. If they are able to think on their feet, they can do anything. Often children engage in inappropriate behaviors, lack social and language skills, or may seem self absorbed due to a poor understanding of the world around them. These deficits are targeted through critical thinking activities.

The ability to think abstractly, sequence and problem solve are crucial to being an independent thinker and understanding the world. Activities used to target these skills include sequencing events using visuals and toys, understanding cause and effect through thought provoking activities, problem solving and story analysis through role-play, social stories and games. All activities reflect themes familiar to the students.

Abstract thinking, sequencing and problem solving are targeted throughout the day incidentally. Recognition of these skills and skill specific reinforcement is given regularly.

Note: If a child is not able to benefit from this group lesson, they are removed to receive one-on-one Floortime™ with a therapist and reintroduced to the group when ready.

Visualize and Verbalize

This visualize and verbalize technique was created by Nanci Bell. She identified “visualization as a primary factor basic to language comprehension and critical thinking.” Activities requiring the verbalization of visuals in the mind are used to target this skill. Students are required to describe something from memory including visual descriptions, smells, touch, sounds, tastes, and emotions related to the topic. The activities are based on each child’s individual abilities and become progressively more challenging as they improve.



Summary of Activities

Celebrate the Children

Emotions/Art/Creativity

Because we believe all learning is emotionally based, this area of instruction is a priority. Instruction includes extensive lessons on specific emotions. Teaching the students to recognize and respond to emotions in self and others through experience-based learning promotes independent generalization of skills. Enabling the students to acquire a good understanding of their own emotions, and encouraging awareness of peer's emotions, leads to recognizing the motivations behind others' emotions (Theory-of-Mind). The concepts of cause and effect and problem solving are targeted, emphasizing their relationship to emotions. Emotion lessons include discussion, books, videos, puppet shows, role-play and games. The emotion lesson is always a favorite of the children. The art activities during this group focus on the child's ability to think abstractly and express themselves from their own imagination. In conjunction with this program, children learn to copy simple shapes from a model, trace shapes and simple pictures independently, fill in the missing details of a picture, develop an understanding of prepositions, and learn to follow oral directions. The older children are encouraged to expand on detail and perspective in their pictures. As they become better artists, models and prompts are taken away and their imaginations take over. Different sensory modalities are incorporated into every activity and self-expression is encouraged during this time. The children are encouraged to share their work with others. When they explain what they have done, the children are challenged to give purpose behind the choices they have made. Once again, cheering for students fully expressing their individuality is a regular occurrence.

Theory of Mind

"Theory of Mind" is the ability to understand another person's point of view. The understanding of what someone else might be thinking is an ability that typically develops around the age of five. However, some children do not develop this on their own and must be taught. Our program targets these skills through role-play, puppet shows, worksheets, videos and books. It has been our experience that with practice, most children make significant progress. Acquiring this ability results in better overall socialization, behavior and language. "Theory of Mind" is an essential component to obtaining a better understanding of the world around us. The levels taught are based on Teaching Children with Autism to Mind Read, Howil, Baron-Cohen & Hadwin, John Wiley & Sons and are as follows:

- situation-based emotions (e.g., the girl is scared because she thinks the dog is going to bite her)
- desire-based emotions (e.g., the girl will be happy when her mom gives her a present)
- belief-based emotions (e.g., the girl is sad because she thought it was her turn)
- simple visual perspective taking (e.g., identifies what another person can or cannot see)
- complex visual perspective taking (e.g., identifies what another person sees and how they see it)
- understanding that "seeing leads to knowing" (e.g., people only know things they have experienced [directly or indirectly])
- predict actions based on another person's knowledge (e.g., making action predictions on the basis of where another person believes an object to be)
- recognize false beliefs





Summary of Activities

Celebrate the Children

Regulation/Music/Shared Timing

Many of the children we work with have difficulty with regulation and the ability to maintain rhythmic interactions with others. This is often the result of a sensory processing difficulty that makes organizing incoming information difficult, hence, challenges in rhythm and timing. Celebrate the Children considers work in this area critical to a child's overall development, specifically in the area of socialization, emotional regulation and behavior. Throughout the day, staff encourage well regulated back and forth interactions. Additionally, specific activities are designed to intensively target rhythm and timing, and these activities are called 'Shared Timing' activities. Shared Timing activities require the child to engage in a turn-taking activity with another person. This can be playing on a drum, yelling into a bowl (for sound feedback), jumping on a trampoline, etc. The idea is to get a steady back and forth rhythm with the other person. In the beginning, no language is required. However, as the child moves through the program, specific language and conversation skills are targeted as appropriate for each individual. Staff also encourage the generalization of shared timing to play (e.g., a game of chase or tag that is sustained in a back and forth manner without fragmenting).

The overall goal of each step in the Shared Timing program is to facilitate a sustained rhythmic back and forth interaction for as long as possible.

**Shared Timing
Monica G. Osgood/CTC/2002**





Summary of Activities

Celebrate the Children

Hierarchy of Interactions on a Musical Instrument

For non-verbal children, the following activities can be modified using PECS, gestures, affect, etc. However, these children should be required to move as far through the program as possible as they are often very good at using affect in place of language.

At the beginning of each step, the child may need gentle prompting to stay with the activity and to sustain a rhythmic back and forth. An adult sitting behind the child to facilitate this is recommended only when necessary. Please be careful to fade this prompt as soon as possible. Do not move to the next step until the child can consistently do the present step without support.

- Keep a steady beat with another person
- Maintain changes in rhythm with another person
 - Fast/Slow
 - Hard/Soft
 - Stop/Start
- Copy Simple Beats/Tunes
- Play Simple Beats/Tunes with another person
- Engage in a sustained simple back and forth rhythm (e.g., child hits the drum, adult/peer hits the drum. Repeat.). This stage sometimes needs to be facilitated with an adult helping the child, hand-over-hand, feel the rhythm of turn taking. Please be very careful to fade this prompt as soon as the child begins to maintain the rhythm on their own. Don't let them become dependent on the support.
- It is sometimes helpful, and fun, to use a known script, such as counting, songs, etc., to facilitate this step (e.g., Adult/Peer: "One!" while hitting the drum. Child: "Two!" while hitting the drum...and so on. Try this one saying "One a snake, two a snake" until "someone eight a snake! YUK!" The kids love this one.).
- Engage in a sustained back and forth rhythm while verbalizing a familiar script such as, counting, songs, etc.
- Engage in a sustained back and forth rhythm while verbalizing words from categories (this requires more processing than a script). Encourage the child to maintain a steady back and forth rhythm with another person while they verbalize words in a category (e.g., Staff/Peer: "Foot!" while hitting the drum. Child: "Head!" while hitting the drum). It can be very reinforcing to use subjects that are motivating to the child (e.g., Adult/Peer: "I love Pokemon!" Child: "I love Digimon!"). Sustain the activity for as long as possible. Make a game out of it in a group.
- Engage in a sustained back and forth rhythm while verbalizing nonsense words (this requires a much higher level of processing). For example, Adult/Peer: "Ooogie!" Child: "Doodlie!"
- Engage in a sustained back and forth rhythm while asking and answering simple, familiar questions.
- Engage in a sustained back and forth rhythm while asking and answering complex, unfamiliar questions.
- Engage in a sustained back and forth rhythm while engaging in a simple conversation (topic may need to be supplied, but should be motivating to the child). Encourage the child to keep the conversation going for as long as possible.
- Remove the musical instrument and have the child engage in a conversation with another person. Encourage them to sustain it for as long as possible. Go back to the musical instrument to obtain rhythm and shared timing as needed.

This hierarchy can be applied to any activity: Musical, Physical, Verbal, Play, etc.



Summary of Activities

Celebrate the Children

Exercise/Yoga/Regulation

Children should be warned of the activity five minutes prior to cleaning up and getting together. The goal of this activity is to get the blood flowing and bring body and mind together. Most of the children we work with have particular difficulty coordinating their minds and bodies. Exercise, stretching, yoga, rhythm and timing activities, Brain Gym, Thinking Goes to School or Star Power activities may be used during this time. No matter what the activity is, music as part of the activity is recommended. Different types of music can encourage different types of regulation.

Relaxation/Imagery

During this time, mats are laid out for the students to lie down as relaxing music is played in the background. Students are encouraged to focus on breathing and participate in using visual imagery (closing eyes and picturing a scenario the teacher describes in a calm, soothing voice). A child's form of yoga often follows to help students release built up tension or anxiety, which allows everyone to start the day fresh and renewed.

Thinking Goes to School/Motor Planning

Activities are done daily based on the book *Thinking Goes to School* by Hans G. Furth and Harry Wachs. This book is Piaget's theory in practice and teaches thinking through experience. The activities target improving general movement thinking, discriminative movement thinking, visual thinking, auditory thinking, hand thinking, graphic thinking, social thinking, and problem solving.



More on Motor Planning and Exercise

Obstacle courses are set up to target regulation, motor planning and sequencing. Another goal of this activity is to enhance self-expression and self-esteem by encouraging pride in independence and showing off. Cheering for students fully expressing their individuality is a regular occurrence. We provide games that challenge students to self-regulate in a fun and playful manner. For instance, we will play an adapted "follow the leader," where students will do what the leader is doing (jump, run, skip) but be able to stop/start, go fast/slow, etc., according to the leader's command. *Star Power for Preschoolers* by Andrew Oser is a program that we incorporate into this time (adapted for older children). "Star Power" teaches a child life success skills (concentration, self-esteem, relation, imagination) through physical play.



Summary of Activities

Celebrate the Children

Technology

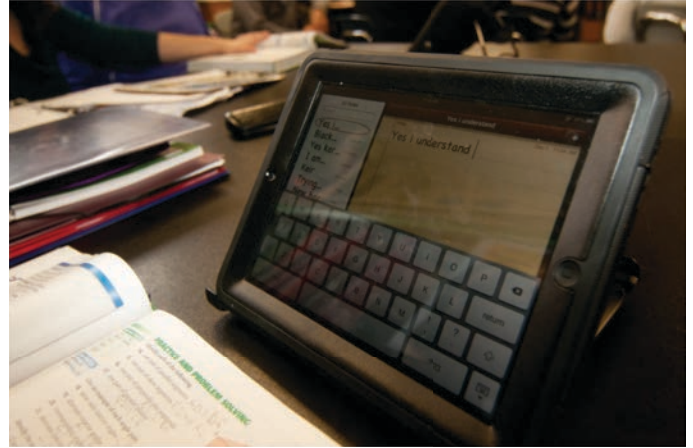
Many of the children in our program benefit from the use of technology in both learning and interacting. This may include some or all of the below:

- AlphaSmart
- Computer with Adaptive Technology
- FM Tuner
- Augmentative Communication Device
- Interactive Metronome
- Auditory Integration Training

Supported Typing

Facilitated communication is one form of augmentative and alternative communication (AAC) that has been an effective means of expression for some individuals with labels of autism and other developmental disabilities. It entails learning to communicate by typing on a keyboard or pointing at letters, images, or other symbols to represent messages. Facilitated communication involves a combination of physical and emotional support to an individual who has difficulties with speech and with intentional pointing (e.g., unassisted typing). Individual sessions support children to communicate through typing.

Institute on Disability. About FC. Retrieved February 2, 2012, from http://www.ioid.unh.edu/projects/fc_skill_builders/about_FC.aspx



Schedules

Celebrate the Children

Student's schedules are individualized based on the needs of the child's individual profile. While a child may require more Floortime™ or Visual-Spatial Work, they still experience every part of our program. Please refer to various sample schedules included in this book.





Schedules

Celebrate the Children

Academic Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:40 HR/Organization Sensory Diet/Exercise	9:00-9:40 HR/Organization Science	9:00-9:40 HR/Organization Counseling	9:00-9:40 HR/Organization Social Studies	9:00-9:40 HR/Organization Group Counseling
9:40-10:20 Transition	9:40-10:20 Health	9:40-10:20 Occupational Therapy	9:40-10:20 Floortime™	9:40-10:20 Speech Therapy
10:20-11:00 Chat Club	10:20-11:00 Math	10:20-11:00 Math	10:20-11:00 Math	10:20-11:00 Math
11:00-11:40 Language Arts	11:00-11:40 Language Arts	11:00-11:40 Language Arts	11:00-11:40 Language Arts	11:00-11:40 Language Arts
11:40-12:20 Music	11:40-12:20 Physical Education	11:40-12:20 Social Skills	11:40-12:20 Study Hall	11:40-12:20 Community-Based Activities/ Social Skills
12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction
1:00-1:40 Related Services Group	1:00-1:40 Art	1:00-1:40 Physical Education	1:00-1:40 Computer Technology	<u>Notes:</u>
1:40-2:20 Social Studies	1:40-2:20 Social Studies	1:40-2:20 Science	1:40-2:20 Science	
2:20-2:50 Floortime™	2:20-2:50 Cycles	2:20-2:50 Floortime™	2:20-2:50 Cycles	
2:50-3:00 Homeroom/Pack Up	2:50-3:00 Homeroom/Pack Up	2:50-3:00 Homeroom/Pack Up	2:50-3:00 Homeroom/Pack Up	



Schedules

Celebrate the Children

Life Skills Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:40 HR/Organization Sensory Diet/Exercise	9:00-9:40 HR/Organization Occupational Therapy	9:00-9:40 HR/Organization Occupational Therapy Group	9:00-9:40 HR/Organization Speech Therapy	9:00-9:40 HR/Organization Floortime™
9:40-10:20 Transition Language Arts	9:40-10:20 Jobs Language Arts	9:40-10:20 Transition Language Arts	9:40-10:20 Jobs Language Arts	9:40-10:20 Transition Language Arts
10:20-11:00 Science	10:20-11:00 Supported Typing Group/Tech. Lab	10:20-11:00 Community Skills Cooking	10:20-11:00 Social Studies	10:20-11:00 Community-Based Instruction
11:00-11:40 Math	11:00-11:40 Math	11:00-11:40 Community Skills Cooking	11:00-11:40 Math	11:00-11:40 Community-Based Instruction
11:40-12:20 Life Skills/ Independence	11:40-12:20 Life Skills/ Transitions	11:40-12:20 Life Skills/ Speech	11:40-12:20 Life Skills/ Transitions	11:40-12:20 Art
12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction Pack Up/ Responsibilities Study Skills/Planner
1:00-1:40 Health	1:00-1:40 Music	1:00-1:40 Floortime™	1:00-1:40 Social Skills Group Games Floortime™	<u>Notes:</u>
1:40-2:20 Physical Education	1:40-2:20 Computers	1:40-2:20 Music	1:40-2:20 Supported Typing	
2:20-2:50 Occupational Therapy Group	2:20-2:50 Cycles	2:20-2:50 Life Skills	2:20-2:50 Cycles	
2:50-3:00 Pack Up/ Responsibilities Study Skills/Planner	2:50-3:00 Pack Up/ Responsibilities Study Skills/Planner	2:50-3:00 Pack Up/ Responsibilities Study Skills/Planner	2:50-3:00 Pack Up/ Responsibilities Study Skills/Planner	



Schedules

Celebrate the Children

Floortime™ and Visual Spatial Schedule

Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:40 HR/Organization Exercise/ Journal	9:00-9:40 HR/Organization Exercise/ Journal	9:00-9:40 HR/Organization Exercise/ Journal Boy's Group	9:00-9:40 HR/Organization Exercise/ Journal	9:00-9:40 HR/Organization Exercise/ Journal
9:40-10:20 Floortime™ Speech Therapy	9:40-10:20 Health Occupational Therapy	9:40-10:20 Floortime™	9:40-10:20 Floortime™	9:40-10:20 Floortime™
10:20-11:00 Math Visual Spatial	10:20-11:00 Math Visual Spatial Speech Therapy	10:20-11:00 Math Visual Spatial	10:20-11:00 Math Visual Spatial	10:20-11:00 Math Visual Spatial Community-Based Instruction
11:00-11:40 Language Arts Motor Planning	11:00-11:40 Language Arts Motor Planning	11:00-11:40 Language Arts Motor Planning	11:00-11:40 Language Arts Motor Planning Occupational Therapy	11:00-11:40 Language Arts Motor Planning Community-Based Instruction
11:40-12:20 Supported Typing Sessions/Oral Motor ABLC (20/20)	11:40-12:20 Supported Typing Sessions/Oral Motor ABLC (20/20)	11:40-12:20 Supported Typing Sessions/Oral Motor ABLC (20/20)	11:40-12:20 Supported Typing Sessions/Oral Motor ABLC (20/20)	11:40-12:20 Supported Typing Sessions/Oral Motor ABLC (20/20)
12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction	12:20-1:00 Lunch/Peer Interaction Community-Based Instruction Pack Up/ Jobs
1:00-1:40 Music	1:00-1:40 Physical Education Occupational Therapy Group	1:00-1:40 Art	1:00-1:40 Individual Motor Planning	<u>Notes:</u>
1:40-2:20 Floortime™ ABLC/Visual Spatial/Motor Planning	1:40-2:20 Oral Motor ABLC/Visual Spatial/Motor Planning	1:40-2:20 Floortime™ ABLC/Visual Spatial/Motor Planning	1:40-2:20 Oral Motor ABLC/Visual Spatial/Motor Planning	
2:20-2:50 Floortime™	2:20-2:50 Cycles	2:20-2:50 Sports Group	2:20-2:50 Cycles	
2:50-3:00 Pack Up/ Jobs	2:50-3:00 Pack Up/ Jobs	2:50-3:00 Pack Up/ Jobs	2:50-3:00 Pack Up/ Jobs	



Curriculum

Elementary School

Celebrate the Children provides a comprehensive program based on the educational and developmental levels of the student. Our mission is to provide a solid foundation of learning while allowing flexibility in meeting the individual needs of our students as required by their Individualized Education Plans. A special education program is required to follow the goals and objectives stated within the student's IEP. Celebrate the Children uses the following curriculum as a guideline and resource to achieving these goals.

Language Arts

The Houghton-Mifflin Reading Series is the core of our reading program for our Pre-K through Sixth Grade students. It is built on a solid foundation of research, aligns with New Jersey Core Content Curriculum Standards and has a tradition of proven programs that help students at each level become successful readers and writers. This series utilizes a variety of text for different instructional purposes, encourages students to become fluent in all phases of the writing process, and provides hands-on activities, which internalize the learning process for our students. Houghton-Mifflin Reading is based on the most respected scientific research in order to deliver effective instruction in the 5 key areas of reading.

Phonemic Awareness

- Skills sequenced by difficulty
- Short engaging activities
- Linked to phonics

Concepts include: recognizing and producing rhyming words, beginning sounds, blending phonemes, alphabet recognition, and distinguishing letters, words, and sentences.

Phonics

- Systematic explicit instruction
- Immediate application of new skills in the Anthology and in decodable books
- Phonics/Decoding strand continues through Grade Six

Concepts include: initial and final consonants, short/long vowels, possessives, contractions, compound words, and syllabication patterns.

Fluency

- Fluent reading modeled in teacher read aloud, audio CD's and more
- Story books for students to read and reread at their own level
- Support for checking oral reading rates, reading fluently at an appropriate rate

Vocabulary

- Direct instruction of key vocabulary
- Development of vocabulary skills and strategies
- Wide reading in text with rich vocabulary

Concepts include: alphabetical order, antonyms, synonyms, homophones, word families, word history, dictionary, glossary, and thesaurus skills.

Comprehension

- Comprehension strategies taught explicitly and consistently to develop monitoring, questioning, previewing, summarizing, and evaluating
- Graphic organizers that support comprehension with every selection

Concepts include: distinguishing between fantasy and realism, predicting outcomes, understanding sequence of events, story structures, cause and effect, drawing conclusions, main idea, topics, and supporting details.



Curriculum

Elementary School

Scott Foresman

My Sidewalks on Reading Street Intensive Reading Intervention is a research-based intensive reading intervention program that accelerates the reading development of struggling students. The ultimate goal of the My Sidewalks is to improve students' reading and comprehension abilities. My Sidewalks provides instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension skills and strategies.

Daily Phonemic Awareness

Activities incorporate teacher modeling and scaffolding.

Phonics Instruction

Focuses on decoding multisyllabic words. Fluency instruction includes teacher modeling, student practice with repeated readings, and teacher feedback.

Vocabulary Instruction

Is focused on vocabulary that is thematically related to many Science and Social Studies concepts. Instruction includes multiple exposures to each word in the context of reading and multiple opportunities to practice the words.

Comprehension

Skills and strategies instruction includes those skills that struggling readers need to become proficient readers: main idea, compare and contrast, sequence, and drawing conclusions.

Strategy Instruction

Includes strategies such as previewing and setting purposes, asking and answering questions, and summarizing text.

Mathematics

Houghton-Mifflin Mathematics is a comprehensive system from Pre-K through Grade Six which emphasizes learning in small increments through a spiral approach, which reviews previously learned concepts throughout the year. Mathematics curriculum and assessment revolve around the 5 NJ Core Curriculum Standards. These key ideas are a mixture of content and process goals.

Number and Numerical Operations

Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world. Concepts include: adding, subtracting, multiplying, dividing, and estimating whole numbers, fractions, decimals, ratios, and percent.

Measurement and Geometry

Students use measurement and geometry to provide a link between abstract concepts and the real world to describe and compare objects and data. Concepts include: money, time, temperature, inches, feet, miles, area, volume, perimeter, circumference, basic figures, plane figures, shapes, geometric construction.

Patterns and Algebra

Students develop an understanding of patterns, relationships, and functions by solving problems in which there is a need to recognize and extend a variety of patterns and to analyze, represent, model, and describe real world and functional relationships. Concepts include: addition/subtraction number sentences, missing addends, missing factors and digits, inverse operations, Venn Diagrams, linear equations, and writing and solving percent equations.

Data Analysis, Probability, and Discrete Mathematics

Students will formulate their own questions that can be answered with data. They will collect, organize, and display their data through graphs, charts, tables, etc. They will develop an understanding of how to find the average median, mode, and mean of numbers. Students will make predictions about the outcome of events and participate in probability investigations where they will collect data through observations, surveys, and experiments. Concepts include: creating bar graphs, circle graphs, tally charts, frequency tables, and pictographs.



Curriculum

Elementary School

Mathematical Processes

Students will use their acquired mathematical knowledge to make connections and develop strategies to help solve mathematical problems. They will take concepts learned and apply them to situations outside of mathematics. Technology will be used throughout the learning process including calculators and computers. Concepts include: applications in addition, decimals, division, fractions, geometry, measurement, money, ratio, etc.

Social Studies

Grades K through Six utilizes the Houghton- Mifflin Social Studies Series, which emphasizes critical thinking skills and motivates students to become active and informed citizens. The topics covered correspond to the NJ Core Curriculum Standards including civics, history, geography, and economics.

Science

Celebrate the Children uses the Houghton-Mifflin Science Program that is aligned with the NJ Core Curriculum Standards. In addition, Delta Science Modules are utilized to provide the students with hands-on experiments, including, but not limited to, Plant and Animal Life Cycles, Force and Motion, Weather Watching, and the Human Body.

Additional Subjects

Life Skills

Providing opportunities for student development are at the core of our Life Skills Program in the elementary school. Teachers incorporate functional, practical, and essential skills of everyday life through a wide variety of activities based on the Assessment of Functional Living Skills curriculum. Following our overall school philosophy, skills that Celebrate the Children targets are individualized based on the student's developmental profile; however, three main areas of focus include basic living skills, home skills, and community participation. Basic self-help, self-care, self-management, hygiene, routines, and core communication skills are essential in building self-esteem and increasing confidence to take on more challenging goals. These day-to-day mechanics of living are targeted both within our school and out in the community during our Community-Based Instruction times. Participating in the community begins with learning to navigate safely around the various environments that are explored. Other goals include shopping independently in grocery stores, department stores, and shopping malls, eating at various restaurants, as well as participating in recreational and social activities, all of which require a wide variety of skills. Celebrate the Children strives to provide emotionally rich, meaningful experiences based on specific goals for maximizing a student's freedom, independence, and opportunities across all settings.

Physical Education/Health Education

The physical education and health program emphasizes the development of a fundamental understanding of one's self. Learning to function in our society through physical development, social skills, and space relationships help build a strong foundation for the student. Our Health Education Program focuses on personal health, nutrition, self-help skills and safety. Physical Education classes include integrating strategies that improve regulation, using tactile, movement, visual, and auditory input to support student's participation in sports, including soccer, basketball, hockey, volleyball, football, kickball, and softball. An exercise program, which includes Yoga, is incorporated into the daily schedule as well.

Music

The Music Program encompasses both vocal and instrumental music experiences and stresses the development of basic music, melody, harmony, form, dynamics and tone. Materials used include: dance and movement tapes, different types of listening material, rhythm instruments, composer worksheets, instrument workbooks, recorders, and bells, as well as a sound beam. Units and topics include: reading and clapping rhythms, singing different cultural songs, history of songs, shared timing, learning about instruments, listening to different types of music, identifying notes, movement and dancing, playing recorders, and creating original music.



Curriculum

Elementary School

Art

The Art program at Celebrate the Children gives the student a hands-on experience with a wide variety of materials in a structured but creative setting. Students draw, paint, and create 3 dimensional structures using materials such as paint, crayons, clay, water, paper, papier-mâché, cardboard, and other hands-on materials. Students also create and experience art from other countries. The art classes stress viewing art as a form of self-expression, and with this in mind, all artistic work is recognized as a personal achievement by the individual who created it.

Technology

Students are introduced to basic keyboarding skills appropriate to grade level. In addition to the weekly Technology class, the curriculum is supplemented with educational software from the Houghton-Mifflin programs, as well as independent sources.

Software includes:

- *Kurzweil*
- *Microsoft Word*
- *Microsoft Excel*
- *Power Point*
- *Kidspiration*
- *Inspiration*
- *I-Movie*
- *I-Photo*
- *Choose and Tell*
- *Boardmaker*
- *Get Set for Reading*
- *Big Book Audio CD's*
- *Anthology Audio CD's*
- *Curious George Learns Phonics*
- *Accelerated Reader*
- *Intellikeys*

Assessment

Celebrate the Children provides various options to assess skill levels, instructional strengths, and individual needs:

- *FEAS*
- *Brigance Inventory of Early Development*
- *Brigance Comprehensive Inventory of Basic Skills-Revised*
- *Brigance Diagnostic Life Skills Inventory*
- *Wide Range Achievement Test*
- *Baseline Group Test*
- *Diagnostic Online Math Assessments (DOMA)*
- *Diagnostic Online Reading Assessment (DORA)*
- *Integrated Theme Tests*
- *Theme Skills Tests*
- *Benchmark Progress Tests*
- *Pre/Post Tests*
- *Math Journals*
- *Projects*
- *Portfolio*
- *Daily Data sheets, rating DIR® and Academic Goals*

Other forms of assessment geared toward the individual child include teacher observations, progress reports, CST monitoring, Individualized Education Plans, class work and homework, Standardized Testing, and Alternate Proficiency Assessments.

Incorporating DIR® into the Curriculum Framework

In addition to the core curriculum, skill areas are addressed to support the social, emotional and developmental growth of the students.



Curriculum

Elementary School

Additional Educational Resources

The nature of the Developmental Individual-Difference Relationship-Based Intervention (DIR®) program is such that our students' academic and developmental abilities are extremely varied. Celebrate the Children will utilize other resources in order to fully target all areas of a student's development. These additional resources include:

- *Developmental, Individual-Difference, Relationship-Based Intervention (Greenspan and Wieder)*
- *Touchpoints (Brazelton)*
- *Thinking Goes to School (Furth and Wachs)*
- *Multiple Intelligence (Howard Gardner)*
- *Theory of Mind (Simon Baron-Cohen)*
- *Sensory Integration (Ayers, D'Gangi and White)*
- *Affect-Based Language Curriculum (Greenspan and Lewis)*
- *Visualize and Verbalize (Lindamood and Bell)*
- *Links to Language (Blank)*
- *Theory of Mind (Simon Baron-Cohen)*
- *Social Stories (Gray)*
- *I Laugh*
- *Childs Work Childs Play (Shapiro)*
- *Raising a Thinking Child (Shure)*
- *Let's Be Social (Communication Skill Builders)*
- *Teaching the Tiger (Dornbush and Pruitt)*
- *Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children (Vernon)*
- *Critical Thinking (Frank Schaffer)*
- *Star Power for Preschoolers - Learning Life Skills Through Physical Play (Oser)*
- *Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs (Baker and Brightman)*
- *Sensory Support, Behavior Modification, Social Skills Development*
- *Physical Activities for Improving Children's Learning and Behavior: A Guide to Sensory Motor Development (Cheatum and Hammond)*
- *Children the Challenge (Rudolph Dreikurs)*
- *To Listen to a Child (Brazelton)*
- *Physical Activities for Improving Children's Learning and Behavior: A Guide to Sensory Motor Development (Cheatum and Hammond)*
- *Brain Gym*



Curriculum

Middle School & High School

High School/Course Credit Overview

Full Year Courses: 5 Credits Semester Courses: 2.5 Credits
4 years of Language Arts: 20
3 years of Math: 15
3 years of Science: 15
3 years of Social Studies: 15
1 year of World Language: 5
3.75 years of Health and Physical Education: 15
2 years of Visual and Performing Arts or Practical Arts: 10
*1 year of 21 st Century Skills: 5
3.5 years of Elective Course Work: 17.5
*1 Semester of Business/Economics: 2.5
Total: 120 number of required credits to graduate (*new requirements)

* Any course may be exempt for a student providing it is documented in the IEP with rationale and an alternative course. For example, John Smith may have World Language as an exemption and have Life Skills or Floortime™ as a replacement. That would count for the credits normally given to a World Language Course.

Celebrate the Children provides a comprehensive program based on the educational and developmental levels of the student. Our mission is to provide a solid foundation of learning while allowing flexibility in meeting the individual needs of our students as required by their Individualized Education Plans. A special education program is required to follow the goals and objectives stated within the student's IEP. Celebrate the Children uses the following curriculum as a guideline and resource to achieving these goals and is aligned with the current New Jersey Core Curriculum Content Standards.



Curriculum

Middle School & High School

Language Arts

Grades 5 & 6

Houghton-Mifflin

The Houghton-Mifflin Reading Series is the core of our Reading Program for our Fifth and Sixth Grade students. It is built on a solid foundation of research, aligns with New Jersey Core Curriculum Content Standards and has a tradition of proven programs that help students at each level become successful readers and writers. This series utilizes a variety of text for differentiated instructional purposes, while encouraging students to become fluent in all phases of the writing process. It provides hands-on activities, which internalize the learning process for our students. Houghton-Mifflin Reading is based on highly respected scientific research in order to deliver effective instruction in the key areas of reading.

Phonics

- Systematic explicit instruction
- Immediate application of new skills in the Anthology and in decodable books
- Phonics/Decoding strand continues through Grade Six

Concepts include: initial and final consonants, short/long vowels, possessives, contractions, compound words, and syllabication patterns. Interpret new words correctly in context. Learn to apply spelling and syllabication rules that aid in decoding and word recognition.

Fluency

- Fluent reading modeled in teacher read aloud, audio CD's and more
- Story books for students to read and reread at their own level
- Support for checking oral reading rates, reading fluently at an appropriate rate

Vocabulary

- Direct instruction of key vocabulary
- Development of vocabulary skills and strategies
- Wide reading in text with rich vocabulary

Concepts include: alphabetical order, antonyms, synonyms, homophones, word families, word history, dictionary, glossary, and thesaurus skills.

Comprehension

- Comprehension strategies taught explicitly and consistently to develop monitoring, questioning, previewing, summarizing, and evaluating skills
- Recognizing literary elements and figurative language and interpret Idiomatic expressions
- Recognizing persuasive and propaganda techniques while understanding how to distinguish between major and minor details
- Graphic organizers that support comprehension with every selection

Concepts include: distinguishing between fantasy and realism, predicting outcomes, understanding sequence of events, story structures, cause and effect, drawing conclusions, main idea, topics, and supporting details, graphic organizers, recognize characterization, setting, plot, point of view in fiction, and poetry.

Writing

- Using the reading curriculum, generate ideas using graphic organizers, charts and webs to write stories with multiple paragraphs
- Develop ideas for writing through stories, listening, talking and recalling experiences
- Review and edit work for spelling, usage, clarity, organization and fluency
- Use computer-writing software during the writing process
- Use proper capitalization, punctuation, quotations and commas
- Use knowledge of roots, prefixes and suffixes in writing
- Use increasingly complex sentence structure
- Write for different purposes



Curriculum

Middle School & High School

Writing

- Organize paragraphs using topic sentences
- Demonstrate higher order thinking skills when answering open-ended questions in content areas
- Recognize a rubric
- Develop a portfolio of writings

Scott Foresman

My Sidewalks on Reading Street Intensive Reading Intervention is a research-based intensive reading intervention program that accelerates the reading development of struggling students. The ultimate goal of the My Sidewalks is to improve students' reading and comprehension abilities. My Sidewalks provides instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension skills and strategies.

Daily Phonemic Awareness

Activities incorporate teacher modeling and scaffolding.

Phonics Instruction

Focuses on decoding multisyllabic words. Fluency instruction includes teacher modeling, student practice with repeated readings, and teacher feedback.

Vocabulary Instruction

Is focused on vocabulary that is thematically related to many Science and Social Studies concepts. Instruction includes multiple exposures to each word in the context of reading and multiple opportunities to practice the words.

Comprehension

Skills and strategies instruction includes those skills that struggling readers need to become proficient readers: main idea, compare and contrast, sequence, and drawing conclusions.

Strategy Instruction

Includes strategies such as previewing and setting purposes, asking and answering questions, and summarizing text.

Language Arts **Grades 7 & 8**

Reading Intervention

Jamestown Reading Navigator is a standards-driven, reading intervention program designed exclusively for adolescents that motivates, remediates, and accelerates struggling readers to reading success. Students are taught skills representing all levels of Bloom's taxonomy. Skills are spiraled through each Trek. Journey assessments continually assess student retention of previously taught skills.

Motivate: motivates reluctant readers with highly engaging online and print-based content written exclusively for adolescents.

Remediate: remediates skills and strategies in comprehension, vocabulary, writing, and fluency through direct, explicit instruction.

Accelerate: accelerates students to appropriate grade-level reading through focused, scaffolded instructions. Skill instruction is delivered at the student's instructional reading level, targeting the individual needs of each student.

Program components include: online instruction, in Class Reader anthologies, and exclusive in Time Magazine.



Curriculum

Middle School & High School

Language Arts

Grade 7

Language Arts is a combined course of reading and writing. In this class, the two subjects are closely layered so that reading builds a better writer and one's writing builds a better reader. This course explores learning strategies in order to foster a greater understanding of literature, as well as improve reading skills, fluency and comprehension. Language Arts will also expose students to a wide variety of genres and writing styles, in addition to providing ample opportunity to practice the revision process.

Ideas for writing are generated through reading and making connections across the curriculum as well as with current events. Due to the specialized population, graphic organizers, outlines, computer software and scribing are the key modes of completing the necessary skills in this area. Many of the students are learning how to revise their work and re-read it for information, elaborating, deleting and reworking the organization of their work. Also, students are taught to review and edit their work and the works of others for spelling, usage, clarity, organization and fluency. Students learn to demonstrate higher-order thinking skills and writing clarity when answering open-ended and essay questions in content areas or as responses to literature.

Language Arts

Grade 8

Seventh grade skills of reading and writing mentioned above are continued in more depth during the eighth grade year. The infusion of literature and writing provides students with the opportunity to further develop characters, setting, dialogue, conflict and resolution and descriptive detail. Multi-paragraph essays are developed using graphic organizers, brainstorming and technology-assisted processes. Students will continue to reflect on their work and the works of others. Further ranges of essays are developed (persuasive, speculative, descriptive, personal or issue-based). Students are also taught to apply knowledge and strategies for composing pieces in a variety of genres (narrative, expository, persuasive, poetic and everyday / workplace or technical writing).

High School English Courses

English

Grade 9

Review and reinforce the steps in the writing process as the students write paragraphs and essays. Critical thinking skills such as critiquing and evaluating are stressed and practiced through a thematic approach to literature. Literature is also used as a basis for activities, allowing students to develop both thinking and writing skills. Students relate the themes of specific works to their own life experiences. In addition, the characteristics of the different literary genres and writers' styles are studied.

- Write daily and for sustained amount of time
- Analyze and edit personal writing and that of others for spelling, punctuation, clarity and fluency
- Reflect on own writing
- Use the computer and word-processing software to compose, revise, and edit
- Employ relevant graphics to support a central idea (charts, graphs, graphic organizers, pictures and computer-generated pictures)
- Demonstrate a well-developed use of the English language
- Employ most effective writing formats and strategies for the purpose and audience



Curriculum

Middle School & High School

English Grade 10

Reading strategies for narrative and persuasive text are practiced in addition to responding to open-ended questions. Work is accomplished through the use of selected readings, short novels, short stories, and selected videos. The writing process is reviewed. Students learn such strategies as concept formation, information processing, creative thinking, critical thinking, problem-solving, and decision-making. These strategies are taught through a thematic approach, as students will relate these themes to their own lives.

- Write daily and for sustained amount of time
- Analyze and edit personal writing and that of others for spelling, punctuation, clarity and fluency
- Reflect on own writing
- Use the computer and word-processing software to compose, revise, and edit
- Employ relevant graphics to support a central idea (charts, graphs, graphic organizers, pictures and computer-generated pictures)
- Demonstrate a well-developed use of the English language
- Practice a variety of writing genres, such as personal narrative persuasive essay, critique, parody and poetry

English Grade 11

Students use Theory of Mind skills in their writing, demonstrating an understanding for other people's perspectives and points of view. They will revise and edit their own writing and that of others using specific criteria. Grammar is reviewed through daily oral language exercises, and vocabulary is studied and used in both exercises and the students' own writing.

- Write daily and for sustained amount of time
- Analyze and edit personal writing and that of others for spelling, punctuation, clarity and fluency
- Reflect on own writing
- Use the computer and word-processing software to compose, revise, and edit
- Employ relevant graphics to support a central idea (charts, graphs, graphic organizers, pictures and computer-generated pictures)
- Demonstrate a well-developed use of the English language
- Use transition words to reinforce a logical progression of idea
- Recognize extraneous details, repetitious ideas, and inconsistencies to improve writing

English Grade 12

An analysis of world literature from Shakespeare to modern times is the focus of this course. An examination of the social, economic, religious, political, and artistic elements of each period is studied in an effort to correlate the literature with the time in which each piece was written. The literature is used as a vehicle.

- Write daily and for sustained amount of time
- Analyze and edit personal writing and that of others for spelling, punctuation, clarity and fluency
- Reflect on own writing
- Use the computer and word-processing software to compose, revise, and edit
- Employ relevant graphics to support a central idea (charts, graphs, graphic organizers, pictures and computer-generated pictures)
- Demonstrate a well-developed use of the English language to practice expository, narrative and persuasive essays
- Demonstrate personal style and voice effectively to support the purpose and engage the audience of a piece of writing



Curriculum

Middle School & High School

A partial list of materials used throughout the English classes include:

- *Developing Young Authors*
- *My Sidewalks on Reading Street*
- *Daily Language Review*
- *To Kill A Mockingbird*
- *Retold American Classics*
- *Glencoe Literature Program*
- *Houghton-Mifflin Reading Series*
- *Jamestown Reading Navigator*
- *Lindamood Bell Visualizing and Verbalizing for Reading Comprehension*

Mathematics **Grades 5 & 6**

Houghton-Mifflin Mathematics is a comprehensive system used for Grades Five and Six that emphasizes learning in small increments through a spiral approach, which reviews previously learned concepts throughout the year. Mathematics curriculum and assessment revolve around the five NJ Core Curriculum Standards. These key ideas are a mixture of content and process goals.

Number and Numerical Operations

Students use number sense and numeration to develop an understanding of the multiple uses of numbers in the real world. Concepts include: adding, subtracting, multiplying, dividing, and estimating whole numbers, fractions, decimals, prime factors, estimating and comparing and ordering numbers.

Measurement and Geometry

Students use measurement and geometry to provide a link between abstract concepts and the real world to describe and compare objects and data. Concepts include: money, time, temperature, inches, feet, miles, area, volume, perimeter, circumference, basic figures, plane figures, shapes, geometric construction, comparing and classifying polygons, similar shapes, and understanding concepts such as, line, ray, line segment, parallel, perpendicular and intersecting lines, transforming shapes and using a protractor.

Patterns and Algebra

Students develop an understanding of patterns, relationships, and functions by solving problems, in which there is a need to recognize and extend a variety of patterns and to analyze, represent, model, and describe real world and functional relationships. Concepts include: addition/subtraction number sentences, missing addends, missing factors and digits, inverse operations, Venn Diagrams, linear equations, writing and solving percent equations, patterns, using sentences to model situations, solve simple linear equations, and understand properties such as, the distributive.

Data Analysis, Probability, and Discrete Mathematics

Students will formulate their own questions that can be answered with data. They will collect, organize, and display their data through graphs, charts, tables, etc. They will develop an understanding of how to find the average median, mode, and mean of numbers. Students will make predictions about the outcome of events and participate in probability investigations, where they will collect data through observations, surveys, and experiments. Concepts include: creating bar graphs, circle graphs, tally charts, frequency tables, and pictographs. Range, median, mode, determining probability, and recognizing vertex-edge graphs are also studied.

Mathematical Processes

Students will use their acquired mathematical knowledge to make connections and develop strategies to help solve mathematical problems. They will take concepts learned and apply them to situations outside of mathematics. Technology will be used throughout the learning process, including calculators and computers. Concepts include: applications in addition, subtraction, multiplication, division, decimals, fractions, geometry, measurement, money, ratio, etc.



Curriculum

Middle School & High School

Mathematics

Grades 7 & 8

The Holt-McDougal Mathematics Course 2 (Grade Seven) and Mathematics Course 3 (Grade Eight) programs prepare students for Algebra, while assisting them to develop the necessary skills that stretch beyond the classroom. There are seven levels of differentiated instruction and skill development, which provide the opportunity to reach every student according to their ability, learning style and need.

Students work with the following topics in the area of Mathematics: algebraic reasoning and the principles of Algebra, integers, rational numbers and their application, exponents and roots, ratios, proportions, percent, analyzing data, graphs and functions, geometric figures, perimeter, area and volume, measurement, graphing, two- and three-dimensional figures, probability, equations and inequalities, and polynomials.

Students master these skills using everyday materials, manipulatives and computer software.

Mathematics

High School

Throughout the students' high school Mathematics program, students learn to organize, record and communicate mathematical ideas by using visual activities in the form of manipulatives, diagrams, charts, tables, and graphs in order to gain a more meaningful understanding of the world of Mathematics.

The students at CTC benefit from the use of technology to gather, analyze, and communicate mathematical information. Computers, calculators and various physical manipulatives are used to solve, analyze, organize and explain mathematical skills.

Integrated Mathematics

Designed to engage students in the application of mathematical concepts and skills involved in everyday situations. Students learn how Math affects the world around them. A variety of approaches are used with an emphasis on the skills such as ratios, percent, fractions, absolute values, probability, practical applications and critical thinking skills.

Algebra

Focuses on the description of relationships between changing quantities using the language of symbols and graphs. Students use symbols to represent situations, create and apply formulas, and make predictions or generalizations. Students learn to create graphs, communicate ideas with graphs, and draw conclusions from graphs.

Geometry

Focuses on visual, graphical, and spatial thinking, with particular attention to linking variables and shapes. Visual representations are a key to understanding mathematical symbols. Students investigate contexts that involve shape, position, and measurement, using variables as a tool for reasoning. They also use diagrams as a tool to understand the uses of variables. Activities are chosen to motivate "what if" questions that connect variables and shape in a wide array of settings and contexts. By justifying their answers with deductive reasoning, students increase their capacity for critical thinking in their daily lives and in later Mathematics.

Algebra II

Focuses on understanding and performing transformations on commonly used algebraic functions. Students use graphs to communicate about how quantities change and as tools for posing, answering and communicating questions, and expand their ability to connect symbolic manipulations with graphical, numerical, and verbal representations.



Curriculum

Middle School & High School

Pre-Calculus (college-bound students)

Focuses on the study of the properties of functions, with specific attention to fundamental ideas about change and variation. Students learn to reason with symbols and graphs, make decisions about mathematical structure, and construct functions as models for the relationship between independent and dependent variables. Students employ technology to form concepts about mathematical methods and bring meaning to symbolic procedures.

Bookkeeping and Accounting

Introduces the student to the purpose and construction of the balance sheet and the profit and loss statement. The student becomes familiar with analyzing these financial statements through basic instruction on the flow of entries from the General Journal to the General Ledger. Students analyze the concepts of assets, liabilities, and retained earnings through the study of debits and credits to appropriate ledger accounts. Students will become familiar with the proper classification of revenues, expenses, gross profit, and net profit. The accounts of cash, accounts receivable, accounts payable, and long-term debt are investigated. Students will begin to calculate simple interest, as well as basic tax calculations. Personal accounting through the use of a checking account is also discussed.

A partial list of materials used throughout the Mathematics classes include:

- *Houghton-Mifflin Mathematics series*
- *Holt-McDougal Math series*
- *Holt-McDougal Algebra*
- *Holt-McDougal Math Connects*
- *Holt-McDougal Geometry*
- *Holt-McDougal Algebra 2*
- *Heath Math Connections*
- *Math Discoveries with Pattern Blocks*
- *Exploring Fractions and Decimals with Manipulatives*
- *Microsoft Excel for Bookkeeping*

Social Studies

Grades 5 & 6

Houghton-Mifflin Social Studies

The curriculum explains that the world is divided into many nations consisting of territory and people with their own government, languages, customs, and laws. The course also identifies and discusses the fundamental values and principles of our American democracy with regards to the US Constitution, Bill of Rights, Declaration of Independence, and Pledge of Allegiance. It further evaluates the importance of traditions, values, beliefs, and individual state practices, which form a common American heritage in an increasingly diverse American society.

Visualize and Verbalize Studies

See Time Fly® History Stories develop an imaged gestalt of history in a series of heavily illustrated books. Each Flight focuses on an event, time period, person, or invention that changed history. The fun, fact-filled stories are high in imagery and are followed by higher order thinking questions to develop critical thinking skills and comprehension. Each book is illustrated with photos and artwork. The subjects in the See Time Fly® series cover the same core material as most school Social Studies and History curriculums. This book develops concept imagery and teaches History at the same time!

- High in imagery
- Fully illustrated
- Develops concept imagery
- Develops critical thinking skills
- Provides an imaged timeline of world history
- Each paragraph followed by HOTS (higher order thinking skills) questions



Curriculum

Middle School & High School

Social Studies

Grade 7

Ancient Civilizations

The study of societies during the Ancient and Classical periods begins with an introduction to the Social Sciences of Archeology and Anthropology. From there, Ancient Civilizations traces the evolutionary development of human kind, concentrating on the technological and sociological characteristics of our ancient ancestors. Students will be exposed to a variety of historical techniques with emphasis placed on the manipulation of information, critical thinking, and the development of historical thinking and writing.

Social Studies

Grade 8

Civics

The purpose of this course is to prepare students to be informed, active and responsible citizens in the American democratic republic. Students discuss state and federal government, current events and the importance of being good citizens. Students will learn the major characteristics of the local and federal governments. They will also gain an understanding of the agencies that impact our daily lives. Students will be introduced to global challenges, cultures and connections with one another.

History

High School

World History

Places emphasis on the development of basic study skills, core Social Studies skills and critical thinking. The primary goal is to develop students who can think critically, problem solve, and make decisions. Students develop an understanding of human development in a global context, from Paleolithic roots to the present. Students will research the agricultural, political, religious, economic, technological and social influences upon our past and present world. Students will be introduced to the eight periods of World History which include: The Birth of Civilization to 1000 BC, Early Human Societies to 500 AD, Developing Human Societies to 1400 AD, The Age of Global Encounters, The Age of Revolutionary Change (1750-1914), The Modern World (1945-1979) and Looking to the Future (1980-present).

Modern History

Provides students with a general understanding of events in history that significantly impacted a generation. Students focus on topics including the Holocaust, civil rights movement, and the growth of technology. A further in-depth look into the Modern World and Looking to the Future portions of World History is examined here as well.

U.S. History I

Provides students with a general understanding of the various social, economic, religious, and political forces interwoven in the formation and early development of the United States. Students study historical issues of major significance, including interpretations of the U.S. Constitution, women's rights, slavery, immigration, and the emergence of an industrial America, poised to continue expansion after a destructive Civil War.

U.S. History II

Provides students with a general understanding of the various social, economic, religious, and political forces interwoven in the expansion of the United States and its evolution to a global superpower in the Twentieth Century. Students study historical issues of major significance, including women's rights, segregation and discrimination, immigration, world wars, economic collapse, social reform, and the domestic turbulence of civil disobedience, assassinations, drugs, unpopular war, economic strength, and the importance of an educated electorate to democracy.



Curriculum

Middle School & High School

A partial list of materials used throughout the History classes:

- *Houghton-Mifflin Social Studies*
- *Weekly Current events published by Weekly Reader*
- *Scholastic*
- *See Time Fly History Collection: Middle Ages, Renaissance and The Age of Kings*
- *Ancient Civilizations- World History – Holt Social Studies*
- *The Americans- A History- McDougal Littell/Houghton Mifflin*
- *American Anthem- Reconstruction to Present- Holt*

Science Grades 5-8

General Science

Provides students with a general understanding of the diversity, complexity and interdependence of life on Earth. This subject explores the nature of matter and energy and demonstrates an understanding of the planet Earth in relation to the rest of the universe. Students will recognize scientific theories. Students will learn to evaluate the strengths and weaknesses of data, claims and arguments and to identify questions and make predictions that can be addressed by conducting investigations. Students compare and contrast organisms and discuss how changing environment can result in evolution or extinction of a species. They look at different mixtures and predict what type of chemical reaction might occur and describe practical applications of solar energy. Students will investigate the impact of events such as forest fires, floods and hurricanes on the environment in New Jersey. Finally, they analyze similarities and differences between objects in the solar system. This general overview into different science topics provides a foundation for the students as they advance into specific studies of Science.

Science High School

Earth Science

Uses physical and chemical concepts as a basis for the study of the earth's structure and its place in the universe. Major concepts will be drawn from the fields of astronomy, ecology, meteorology, oceanography, and paleontology.

Biology

Covers the fundamental biological concepts with a blend of biological principles and applications. An overview on photosynthesis, respiration, protein synthesis, viruses and the human organism is developed through the use of a multi-sensory approach.

Chemistry (college-bound students)

Employs a traditional approach to the study of chemical principles and methods.

Environmental Science

Studies the myriad interactions between humans and the world around them, living and non-living. As Earth's human population continues to grow, as technology advances and human needs and wants increase, our impacts on the world become more widespread and severe, despite improvement in some areas. Environmental impacts, in turn, affect human health and well-being. A few of the major challenges that are topics for environmental science include: global climate change (global warming, its causes and all of its consequences), management of Earth's water resources, energy and mineral resource depletion, meeting the food, fiber and clothing needs of a growing world population, air pollution and acid deposition (rain), stratospheric ozone depletion, water pollution, soil erosion, fertility depletion and contamination, habitat destruction on land and in the oceans, the spread of infectious diseases, including those caused by organisms that have developed antibiotic resistance, long-term sustainability of the global and national economies, the evolution and spread of pests that are resistant to pesticides, waste generation and disposal in a world increasing in population and per capita consumption, the fate of hazardous chemicals in the environment, potential environmental effects of genetic engineering, and protection of the ocean and its resources.



Curriculum

Middle School & High School

Physics (college-bound students)

Stresses the properties of mechanics, matter, heat, sound and light, electricity and magnetism. Hands-on activities build an understanding of the principles of physics. Students will apply what they know through laboratory work, mathematical problem solving and discussions of critical thinking questions.

A partial list of materials used throughout the Science classes include:

- *Holt-McDougal Integrated Science*
- *Houghton-Mifflin Science*
- *Exploring Science Series*
- *PCI– Earth and Space Science*
- *PCI- Power Basics Physics*
- *PCI-Access: Science*
- *PCI-Elements Curriculum- Physics / Chemistry*
- *PCI-Power Basics Biology*
- *Attainment – Exploring Science through Symbols and Words*

Additional Subjects

Physical Education, Music, Art, Technology, Career Education, World Language, Business and Economics, 21st Century Skills and Life Skills courses are all aligned with the New Jersey Core Curriculum Content Standards.

Physical Education/Health Education

The Physical Education and Health Program emphasizes the development of a fundamental understanding of one's self. Learning to function in our society through physical development, social skills, and space relationships help build a strong foundation for the student. Our Health Education program focuses on personal health, nutrition, self-help skills and safety. Physical Education classes include integrating strategies that improve regulation, using tactile, movement, visual, and auditory input to support student's participation in sports, including soccer, basketball, hockey, volleyball, football, kickball, and softball. An exercise program, which includes Yoga, is incorporated into the daily schedule as well.

Music

The Music program encompasses both vocal and instrumental music experiences and stresses the development of basic music, melody, harmony, form, dynamics and tone. Materials used; dance and movement tapes, different types of listening material, rhythm instruments, composer worksheets, instrument workbooks, recorders, and bells, as well as a sound beam. Units and topics include: reading and clapping rhythms, singing different cultural songs, history of songs, shared timing, learning about instruments, listening to different types of music, identifying notes, movement and dancing, playing recorders, and creating original music.

Art

Gives the student a hands-on experience with a wide variety of materials in a structured but creative setting. Students draw, paint, and create three-dimensional structures, using materials such as paint, crayons, clay, water, paper, papier-mâché, cardboard, and other hands-on materials. Students also create and experience art from other countries. The art classes stress viewing art as a form of self-expression, and with this in mind, the individual who created it recognizes all artistic work as a personal achievement.

Introduction to Spanish

This one-year exploratory course emphasizes on Spanish as a spoken language. The student is given the opportunity to develop skills in speaking, understanding, reading, and writing Spanish. The student is also given an opportunity to acquire some knowledge and understanding of the culture and civilization of the Spanish-speaking world.



Curriculum

Middle School & High School

Introduction to Business and Economics

Designed to acquaint the student with the American business system as a part of our total economic environment. The topics studied are the nature of American business, business and the consumer, banks and banking services, wise use of credit and money management.

21st Century Skills

This course discusses the essential abilities students must apply in our fast changing world. These essentials skills are: critical thinking and reasoning (problem-solving, analysis, logic, cause/effect), information literacy (using the latest technology), collaboration (team work, social skills, leadership), self-direction (adaptability, initiative, personal responsibility, work ethics, self-advocacy), and invention (creativity, innovation, integration of ideas).

Technology

Students are introduced to basic keyboarding skills appropriate to grade level. In addition to the weekly Technology class, curriculum is supplemented with educational software, as well as independent sources.

Software includes:

- *Kurzweil*
- *Microsoft Word*
- *Microsoft Excel*
- *Power Point*
- *Inspiration*
- *I-Movie*
- *I-Photo*
- *Accelerated Reader*
- *Intellikeys*

Life Skills

Personal development is the pursuit of developing: honing and mastering the skills that help us become the best that we can with all that we have. It is the reaching for and realizing of our full potential as human beings. Everyone wants to live full, productive lives, but sometimes, we just don't know where to begin. One thing, however, is certain in order to accomplish anything in life and realize our full potential, we must have some life skills. The program at CTC evaluates and re-evaluates personal interests, abilities, and skills through various measures of mastery. Employability skills are discussed, practiced and evaluated. Hands-on learning is important for this population, as is the ability to integrate into the community with activities such as, map skills, timetables, bus schedules, pedestrian safety, shopping, dining and socializing with others. Students learn the necessary skills to allow them to be as independent in their life as possible and to live successfully and utilize their full potential as viable members of the community.

A partial list of materials used throughout the Life Skills classes include:

- *I Can Problem Solve*
- *Brigance Life Skills Inventory*
- *Ready, Set, Relax*
- *How Does Your Engine Run*
- *Developing Character When It Counts*
- *Social Activities for Special Children*
- *Ideas that Work – U.S. Office of Special Education Programs*
- *Stepping Out – A Community-Based Instruction Curriculum*
- *Attainment – Aligning Life Skills to Academics*

Career Education Transition Program

At age fourteen, children are eligible for transition services. According to the state of New Jersey, "transition services are a coordinated set of activities designed to move special education students successfully from high school to post-school settings such as, college, vocational training, continuing and adult education, adult services, independent living, community participation, and employee, including supported employment."

Preparing children for life after twenty-one begins much earlier than age fourteen at Celebrate the Children. Beginning in preschool, students learn about money and money exchange, self-care skills, careers, the community around them, community safety, jobs in the community; and all along, staff are trying to work with children to identify what motivates them and interests them.



Curriculum

Middle School & High School

At age fourteen, the transition statement begins driving the child's IEP. During the transition process, children become self-advocates in planning for the rest of their lives, including participating in the IEP meetings as a starting point. Self-advocacy can mean different things to each child, but in general, it is children taking some control of their lives, starting to make realistic decisions and goals for themselves, such as, making the decision whether they are college-bound or wish to join the workforce, identification of interests and strengths and weaknesses and what might be job or career options for them based upon their interests. Once interests and goals are identified, then a transition plan is developed.

There is an independent Life Skills class for students ages fourteen to nineteen that includes cooking, cleaning, and household management, and transition planning classes. Job sampling, job shadowing, job coaching, and structured learning experience (finding a job in the community that interests a child and then matching the student up with that job in the community) are all incorporated into the schedule. Students are able to supplement their lunches by buying snacks or drinks at the school store, which is staffed by students. In addition, students make products to be sold at the store, which support motor planning, problem-solving, social and emotional growth, as well as prevocational and academic skills.

Electives (Cycles)

In addition to the Core subjects, students are also provided with a variety of courses designed to expose students to skills and experiences to help develop critical thinking, problem-solving and social-emotional growth. Cycles allow students and parents to choose what's most important to them: traditional school activities or more developmental activities.

Course Descriptions of Cycles:

Advanced Visual/Spatial: Students will engage in a wide variety of motivating and fun visual spatial activities, including mazes, patterns, and puzzles. Such crucial skills as visual thinking, tracking, closure, and perspective taking will be intensely focused upon.

Medieval culture: Time travel to the wonderful world of knights and castles, honor and chivalry! Explore the geography, literature, legends, craftsmanship, and forgotten arts of the Middle Ages! Use your new skills to survive the Black Plague.

Managing Stress: This group focuses on giving students useful tools for managing stress. It will start by helping students to identify the stressors in their life and to use strategies to handle these stressful situations in a positive way.

Drama: Students will create and act out different situations, which allows them to express themselves through creativity and emotion.

Creative Writing/Poetry: Students will develop writing skills to create a variety of stories and poems. Students will also be introduced to different styles and types of literature.

Floortime™: Floortime™ experts will facilitate interactions™ with peers while strengthening the student's abilities at each developmental level.

Home Economics/Family and Consumer Sciences: Students will learn skills to manage the home environment, including cooking and nutrition, sewing and crafts, home design.

Public Speaking: Students learn skills to enhance their speaking, presenting, and communication skills through both impromptu and planned speeches and presentations. Formats include demonstrations, persuasive speeches, monologues, and biographies. Rubrics are used for feedback and evaluation.

Conflict Resolution/Anger Management: This group will focus on helping students to develop tools to deal with challenging situations productively while controlling their emotions.



Curriculum

Middle School & High School

Weight Training: Weight-based workouts, with the encouragement of peers, will be used to strengthen the body while teaching team support, endurance and enhancing self-esteem.

Community Work: Students will go into the community on school errands and to participate in volunteer work with the support of transition staff.

Movie Making 101: Students will learn the basics of filming, downloading, editing and creating movies on the computer. A finished product will be sent home at the end of the cycle.

Sewing: Learn the basics: patterns (selection, choosing, sizing, understanding), guide sheets, tissues, fabric layouts, pinning, cutting, marking, sewing, hemming, & SEW MUCH MORE!

Peer Relationships: The focus of this group will be to discuss students' concerns and thoughts regarding their peer relationships within CTC as well as within their community. Topics will include how to make social plans with a peer, how to resolve a conflict, how to problem solve with a peer when there is a disagreement in perspectives, and how to interpret another person's perspective. As always, each student's thoughts and feelings are respected and confidentiality is maintained.

Roman Art: Students will become apprentice artisans and will create works of art for the glory of Rome. Art, architecture, history, culture, and mythology will be discussed as we create mosaics, theater masks, and gladiator accessories.

Music Appreciation: A course designed to enhance listening enjoyment and ability. Emphasis is placed on the elements of music, the characteristic styles of different decades, and the lives and works of key composers and songwriters.

Soccer: This course helps the student to improve skills in soccer, including dribbling, passing, trapping, shooting, and goalkeeping. This course will also give the student knowledge and practice in the offensive and defensive strategies associated with the game of soccer. This course not only focuses on individual skills but team concepts.

Multimedia/Yearbook: Students will learn the basics of filming, photography, downloading, editing and different applications on the computer. The second half of the year will be dedicated to the production of the yearbook. This is a full-year course so students must be ready to make the commitment in order to fulfill the requirements of this elective.

Game Show: Be a contestant on your favorite game show! This fun course will explore the different types of game shows shown on television. Students participate as host and contestants and help create their own questions pertaining to the curriculum or current events.

Woodworking: An introductory course that acquaints the student with the essential principles of woodworking. Topics include wood technology, use of hand tools, portable power tools and basic machinery. Emphasis is placed on proper technique and safety. Students will complete projects designed to develop primary woodworking skills.

Jewelry Making: Have you ever wanted to try your hand at jewelry making? There are some real jewelry making techniques you can learn, and they are pretty easy. Plus, there are many beautiful jewelry creations you can make without using any special techniques!

Band: Students who already demonstrate an interest in a musical instrument will learn to use that instrument and techniques to play along with others. A performance will be presented at the end of the cycle.

Guitar 101: This course will teach how to play chords, the basis of guitar technique, and how to read music. Guitar notes use the same clef as the right hand on the piano. Learn how to play different styles by ear.

Problem-Solving/Design: Students will experiment with prototypes and design, build, brainstorm, test, and make necessary revisions (e.g., mousetrap contraptions).



Curriculum

Middle School & High School

Introduction to Production Script Writing: This class will teach how we communicate through writing. We will focus on critical thinking and, in general, how everything works together in a theatrical production. We will work on five main elements, creating characters, idea, plot, details of the story and ending. Once the script is done, students will put on a play.

Craft Sampler: Students will create a series of picture frames, using various craft techniques. The focus of this course will be on multi-step processes and craftsmanship.

Driver Education: Students gain awareness of the driving task and the responsibilities that accompany it. They demonstrate knowledge of traffic laws and regulations that help provide safe and efficient patterns. Students understand the impact that natural forces and conditions have concerning driving. They learn to identify hazardous conditions and react appropriately to avoid or minimize problems. Students develop an attitude of safe, courteous, and defensive driving.

Assessment

Celebrate the Children provides various options to assess skill levels, instructional strengths, and individual needs:

- *Brigance Comprehensive Inventory of Basic Skills-Revised*
- *Brigance Diagnostic Life Skills Inventory*
- *Wide Range Achievement Test-IV*
- *Work Adjustment Inventory (Transition students)*
- *Diagnostic Online Math Assessments (DOMA)*
- *Diagnostic Online Reading Assessment (DORA)*
- *Theme Skills Tests*
- *Pre/Post Tests*
- *Math Journals*
- *Projects*
- *Portfolio*
- *Daily Data sheets, rating DIR® and Academic Goals*

Other forms of assessment geared toward the individual child include teacher observations, progress reports, CST monitoring, Individualized Education Plans, class work and homework, Standardized Testing, and Alternate Proficiency Assessments.

Incorporating DIR® into the Curriculum Framework

In addition to the core curriculum, skill areas are addressed to support the social, emotional and developmental growth of the students.

Additional Educational Resources

The nature of the Developmental Individual Relationship-Based Intervention (DIR®) program is such that our students' academic and developmental abilities are extremely varied. Celebrate the Children will utilize other resources in order to fully target all areas of a student's development. These additional resources include:

- *Developmental, Individual, Relationship-based Intervention (Greenspan and Wieder)*
- *Touchpoints (Brazelton)*
- *Thinking Goes to School (Furth and Wachs)*
- *Multiple Intelligence (Howard Gardner)*
- *Theory of Mind (Simon Baron-Cohen)*
- *Sensory Integration (Ayers, D'Angi and White)*
- *Affect-Based Language Curriculum (Greenspan and Lewis)*
- *Visualize and Verbalize (Lindamood and Bell)*
- *Links to Language (Blank)*
- *Social Stories (Gray)*
- *Raising a Thinking Child (Shure)*
- *Let's Be Social (Communication Skill Builders)*
- *Teaching the Tiger (Dornbush and Pruitt)*
- *Thinking, Feeling, Behaving: An Emotional Education Curriculum for Children (Vernon)*
- *Critical Thinking (Frank Schaffer)*
- *Steps to Independence: A Skills Training Guide for Parents and Teachers of Children with Special Needs (Baker and Brightman)*
- *Sensory Support, Behavior Modification, Social Skills Development*
- *Physical Activities for Improving Children's Learning and Behavior: A Guide to Sensory Motor Development (Cheatum and Hammond)*
- *Children the Challenge (Rudolph Dreikurs)*
- *Brain Gym*



Schedules

Adult Program & College Preparation

College Prep Schedule

Adult Program

Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:40 HR/Planning/ Self-Advocacy/ Work Prep Occupational Therapy	9:00-9:40 HR/Planning/ Self-Advocacy/ Work Prep (Write & Review Schedule)	9:00-9:40 HR/Planning/ Self-Advocacy/ Work Prep (Write & Review Schedule)	9:00-9:40 HR/Planning/ Self-Advocacy/ Work Prep (Write & Review Schedule)	9:00-9:40 HR/Planning/ Self-Advocacy/ Work Prep (Write & Review Schedule)
9:40-10:20 Reading Club Chat Club	9:40-12:20 Transition-Internship/Work Family Florist Farm Restore Habitat for Humanity Office Ritchie's Music Center Hope House Denville Community TJ MAXX Shop-Rite And more to come...	9:40-10:20 Reading Club	9:40-10:20 Reading Club	9:40-10:20 Community-Based Instruction
10:20-11:00 Executive Function		10:20-11:00 Project Management	10:20-11:00 Critical Thinking/ Problem-Solving/ 21 st Century Skills	10:20-11:00 Community-Based Instruction
11:00-11:40 Civics		11:00-11:40 Consumer Education	11:00-11:40 Consumer Education	11:00-11:40 Community-Based Instruction
11:40-12:20 Outdoor Education		11:40-12:20 Outdoor Education	11:40-12:20 Outdoor Education	11:40-12:20 Weekly Summary Journal
12:20-1:00 Lunch/Relaxation		12:20-1:00 Lunch/Relaxation	12:20-1:00 Lunch/Relaxation	12:20-1:00 Lunch/Relaxation
1:00-1:40 Physical Health & Well Being	1:00-1:40 Dismissal to Sending District (for shared time students only)	1:00-1:40 Physical Health & Well Being	1:00-1:40 Mental Health & Well Being	<u>Notes:</u>
1:40-2:20 Basic Household Repairs		1:40-2:20 Basic Household Repairs	1:40-2:20 Basic Household Repairs	
2:20-2:50 Financial Literacy		2:20-2:50 Financial Literacy	2:20-2:50 Cycles	
2:50-3:00 Dismissal		2:50-3:00 Dismissal	2:50-3:00 Dismissal	



Schedules

Adult Program & College Preparation

Work Prep Schedule

Adult Program

Monday	Tuesday	Wednesday	Thursday	Friday
9:00-9:40 HR/Planning/ Self-Advocacy/ Work Prep (Write & Review Schedule) Occupational Therapy	9:00-9:40 HR/Planning/ Self-Advocacy/ Work Prep (Write & Review Schedule) Occupational Therapy	9:00-9:40 HR/Planning/ Self-Advocacy/ Work Prep (Write & Review Schedule) Speech Therapy	9:00-9:40 HR/Planning/ Self-Advocacy/ Work Prep (Write & Review Schedule)	9:00-9:40 HR/Planning/ Self-Advocacy/ Work Prep (Write & Review Schedule) Speech Therapy
9:40-12:20 Transition-Internship/Work Family Florist Farm Restore Habitat for Humanity Office Ritchie's Music Center Hope House Denville Community TJ MAXX Shop-Rite And more to come...	9:40-12:20 Transition-Internship/Work Family Florist Farm Restore Habitat for Humanity Office Ritchie's Music Center Hope House Denville Community TJ MAXX Shop-Rite And more to come...	9:40-12:20 Transition-Internship/Work Family Florist Farm Restore Habitat for Humanity Office Ritchie's Music Center Hope House Denville Community TJ MAXX Shop-Rite And more to come...	9:40-10:20 Reading Club Speech Therapy 10:20-11:00 Critical Thinking/ Problem-Solving/ 21 st Century Skills 11:00-11:40 Consumer Education 11:40-12:20 Outdoor Education	9:40-12:20 Transition-Internship/Work Family Florist Farm Restore Habitat for Humanity Office Ritchie's Music Center Hope House Denville Community TJ MAXX Shop-Rite And more to come...
12:20-1:00 Lunch/Relaxation	12:20-1:00 Lunch/Relaxation	12:20-1:00 Lunch/Relaxation	12:20-1:00 Lunch/Relaxation	12:20-1:00 Lunch/Relaxation Dismissal
1:00-1:40 Mental Health & Well Being	1:00-1:40 Physical Health & Well Being	1:00-1:40 Mental Health & Well Being	1:00-1:40 Physical Health & Well Being	<u>Notes:</u>
1:40-2:20 Basic Household Repairs	1:40-2:20 Basic Household Repairs	1:40-2:20 Basic Household Repairs	1:40-2:20 Basic Household Repairs	
2:20-2:50 Financial Literacy	2:20-2:50 Cycles	2:20-2:50 Financial Literacy	2:20-2:50 Cycles	
2:50-3:00 Dismissal	2:50-3:00 Dismissal	2:50-3:00 Dismissal	2:50-3:00 Dismissal	



Transition Program

Celebrate the Children

What is Transition?

At age fourteen, children are eligible for transition services. According to the state of New Jersey, “transition services are a coordinated set of activities designed to move special education students successfully from high school to post-school setting such as, college, vocational training, continuing and adult education, adult services, independent living, community participation, and employment, including supported employment.”

During the transition process, students become self-advocates in planning for the rest of their lives, including participating in their IEP meeting. Self-advocacy can mean different things to each child, but in general, it is students taking some control of their lives.

Students participate in job sampling, job shadowing, and internships within the community to become more aware of potential future careers. Students who wish to move into higher education also receive support in searching out colleges that will accommodate their needs.

Life Skills

The aim of the life skills program is to enable students to acquire skills within the school setting in an effort to meet everyday needs and help students transfer these skills into community settings.

Activities Include:

- Shopping
- Utilizing Public Transportation
- Dining at Restaurants
- Utilizing a Laundromat
- Money Management
- Community Service



Special Needs Doing Good Deeds

Special Needs Doing Good Deeds is a new and exciting addition to the Transition Department. SNDGD, inspired by CTC parent Lori Lombardo, is built on the idea that instead of always receiving help, students with special needs have a lot to offer as well. By tapping into student interests, transition becomes a meaningful way for students to get the same satisfaction we all feel as we help others. Much of our in-house transition time will be spent making products that can be delivered to the elderly, hospitals, police departments, etc.

Structured Learning Experience

The SLE Coordinator analyzes job sites with regard to safety, appropriateness of the site for the student, and activities the student will perform.

The coordinator is also involved in the following:

- Modeling and mentoring students at a work site
- Writing training plans
- Assessing student progress



Internship Program

Celebrate the Children

Background

This program provides eligible students the opportunity to utilize their last year of high school to gain purposeful experiences that will help them get on track to their futures. Specifically, the program allows high school seniors who have completed their graduation requirements and passed the high school proficiency assessment (HSPA) to intern with local companies, serve as a teacher's assistant, volunteer time in approved community programs, or take college courses for high school credit. This 12th grade program is coordinated by the New Jersey Department of Education.

What is the Goal of the Career Internship?

To develop career awareness and planning skills, employability skills, and foundational knowledge necessary for success in the workplace.

What are the 12th Grade Career Internships?

Career Internships are unpaid, structured learning experiences designed specifically for the Department of Education's 12th Grade Option initiative. Qualifying high school seniors may elect to participate in 12th Grade Option Career Internship.

School districts may include Career Internships as part of their overall career orientation education plan. Career Internships are structured, supervised activities that may take place in a school district, at an employer or agency, a community- or faith-based organization, or in the community. Career Internships are designed to give students structured, supervised activities that will assist them to accomplish the following:

- Clarify career goals
- Explore career possibilities
- Develop employability skills
- Make the transition between school and employment or further education and training

What Laws and Regulations Govern Career Internships?

The New Jersey Department of Labor, Division of Wage and Hour Compliance also recognizes the value of career orientation education for students, which includes Career Internships. Department of Labor Wage and Hour regulations define Career Awareness and Exploration (N.J.A.C. 12:56-18.1, School-to-work program) as structured school programs that enable student learners to do the following:

- Develop awareness of the many employment opportunities available
- Develop awareness of the relevant factors to be considered in making career decisions
- Become familiar with occupational clusters and classifications
- Explore key occupational areas and assess their own interests and abilities
- Develop tentative occupational plans and arrive at a tentative career choice

What are the Guidelines for Mentors?

As a mentor for the Student Intern, your responsibilities are to:

- Ensure the occupational health and safety of the student in the work place
- Model appropriate workplace skills
- Provide appropriate instruction for tasks that the student will perform
- Provide reinforcement of the related academic or technical skills
- Participate in the evaluation of the student's performance
- Notify the School Intern Coordinator if difficulties arise at the site, including attendance problems



What about Insurance?

The senior internship program is an academic learning experience, which is supervised by the Celebrate the Children SLE Coordinator. Therefore, it will be covered under Celebrate the Children's insurance policy.



Job Sampling Program

Celebrate the Children

What is job sampling?

Job sampling is an initiative for students to connect the classroom to careers and engage students in the world of work. The length of the job sample experience varies but typically is composed of half-day visits to a job site. Sites may include private, non-profit, or government sector, where students shadow employees and participate in workplace activities.

The benefits of job sampling:

- Demonstrates the connection between academics and careers, stimulating students to learn by making their class work more relevant
- Builds community partnerships between schools and businesses that enhance the educational experience of all students
- Demonstrates how education can be translated into a rewarding and financially secure future by providing a fun and unusual hands-on experience that demonstrates the link between school and real life
- Introduces students to the requirements of professions and industries to help them prepare to join the workforce
- Encourages an ongoing relationship between young people and adults



Everyone benefits!

Job sampling is a win/win situation. Each participant gains unique benefits from job sampling!

For Students:

- Provides an answer to the questions, “Why do I have to learn this?” and “Would I want to make this job a career?”
- Gives a view into all aspects involved in a job; students can observe not only job characteristics and responsibilities but also what each profession requires on a day-to-day basis
- Lets students learn first-hand what it takes to make it in their fields of interest from the people who know best – working professionals

For Educators:

- Helps motivate students to learn by demonstrating the tangible applications of classroom lessons
- Helps craft lesson plans around students’ career interests

For Employers:

- Helps prepare the future workforce
- Shows students career possibilities in different industries
- Demonstrates a tangible commitment to supporting and improving the community
- Creates a feeling of personal satisfaction that comes from mentoring a young person
- Promotes potential long-term mentoring programs



Adult Program

18- 21 Years

Continuing Education Adult Curriculum • Celebrate the Lifespan

At Celebrate the Children, we understand that learning never stops. It is part of our mission to enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace and 21st century life.

Our developmentally-based Continuing Education Adult Program, for students 18-21 years of age, incorporates a systematic integration of 21st century life and career skills across the K-12 curriculum and in career and technical education programs that fosters a population that:

- applies **critical thinking** and **problem-solving** skills to make reasoned decisions at home, in the workplace, and in the global community
- uses **effective communication**, communication technology, and collaboration skills to interact with cultural sensitivity in diverse communities and to work in cross-cultural teams in the multinational workplace
- is **financially literate** and financially responsible at home and in the broader community
- demonstrates **creative and entrepreneurial thinking** by recognizing and acting on promising opportunities while accepting responsibility for possible risks
- is **knowledgeable about careers** and can plan, execute, and alter career goals in response to changing societal and economic conditions
- produces community, business, and political leaders who demonstrate **core ethical values**, including the values of democracy and free enterprise, during interactions with the global community



In addition, we are preparing young adults to be **“independent thinkers with the ability to think outside the box, emotionally intelligent, able to think globally about their universe, understand and access the resources available to them in the world, and have a strong use of technology,”** as said by Claudia Wallis while interviewing Celebrate the Children for *Time Magazine*.

New Jersey World Class Standards Content Area: 21st Century Life and Careers

https://www13.state.nj.us/NJCCCS/ContentAreaView_21st.aspx

See attached link for full description of goals and objectives



Adult Program

18- 21 Years

Our program includes three different program tracks, college preparation, career development, and living skills- developmental program. Students may have a hybrid of these programs. Within each of the program tracks, we incorporate **tools for life**:

- **Social Cognition:** Code switching (moving between variations of languages in different contexts), nonverbal communication, humor regulation, conflict resolution/negotiation, cultural/racial sensitivity
- **Self-Disclosure:** What you choose to reveal about yourself and how within jobs, school relationships, law, social interactions
- **Resiliency:** Positive capacity of people to cope with stress and adversity, “bouncing back” –emotional, sensory, cognitive, physical
- **Thinking and Problem-Solving:** Predicting higher order, previewing, self-monitoring, self-assessment, reflection, and editing, decision-making, causal relationships
- **Metacognition:** Thinking about thinking
- Effective Language and Communication
- **Demystification:** Self-awareness and understanding of strengths and challenges
- **Emotions and Brain Functioning:** Anatomy, biochemical, fight/flight/freeze override, anger/fear/anxiety awareness and management, depression, OCD, hormones, allergies
- **Personality Types and Variations:** Understanding yourself and differences in others
- **Group Dynamics:** Work, school, family, peers, societal
- **Expectations of Adulthood:** Personal, parental, societal
- Affect, Awareness and Regulation
- Social Reciprocity Conflict Resolution
- Relationship Skills
- Self-Marketing
- Code Switching
- Social Timing
- Collaboration



- Social Facilitation & Inhibition
- **Humor Regulation Understanding and Interpreting Nuances:** Appropriateness, timing, audience, delivery, satire, parodies, race based, irony, puns, sarcasm, exaggeration, political cartoons, bathroom humor
- Empathy
- Interpretation of others’ feelings through tone, body language and nuance
- Discourse Topic Selection & Maintenance
- Stress Management & Anger Management



Adult Program

18- 21 Years

Additional program components include:

Developmental/ Thinking Curriculum:

- Visual/Spatial Processing
- Sequential Ordering
- Temporal Awareness & Ordering
- Sensory Motor Development
- Facilitation (motor movement, task, play)
- Body Awareness (spatial, body language)
- Motor Awareness and Movement (gross, fine, graphomotor)
- Eye Contact
- Functional Emotional Development
- Meta-Cognition- thinking about how you think
- Language Processing
- Following Directions
- Expressive Language (oral and written) Articulation, Elaboration
- Affective Vocal Synchrony
- Reading Non-Verbal Cues
- Initiation of Verbal and Non-Verbal Interaction
- Reading Comprehension
- Quantitative Mathematical Concepts and Skills
- Dramatic/Imaginary Play
- **Receptive Language (oral and written) Semantics:** Understanding meaning, discourse –expression, exchange, conversation
- **Sequential Ordering:** Developing an appreciation for time and the correct order of steps in a process are integral to understanding how our world functions
- **Temporal Reasoning:** Ability to visualize spatial patterns and mentally manipulate them over a time-ordered sequence of spatial transformations, generating and conceptualizing solutions to multi-step problems in everyday life
- **Saliency Determination:** Process of selecting and thinking about which information stands out or is most important, able to filter out distractions and focus on the task at hand
- **Cognitive Activation:** Making rich and relevant cognitive connections, linking and associating prior knowledge and experiences with features of new information
- **Short-Term, Active-Working & Long-Term (consolidation & access) Memory:** Process involved in coding a memory so that it can be stored and retrieved later
- **Social Cognition:** How people process social information, especially its encoding, storage, retrieval, and application to social situations –linking old to new schema in social situations
- **Higher Order Thinking:** Making judgments, evaluations, synthesizing, analyzing, applying

Continuing Education Suggested Coursework:

- Friendship and Intimacy
- DIR® Levels 7, 8, 9
- Anxiety/Stress Reduction
- Self-Advocacy
- Executive Functioning/Study Skills
- Project Management
- Leisure Exploration
- Community Occupational Therapy
- Reading Club
- Public Speaking
- Civics
- Writing Workshop
- Justice System/Student Government
- Sociology
- Child Development
- Global Issues
- Current Events
- Critical Thinking/Problem-Solving
- Technology Applications
- Financial Literacy
- Basic Household Repair and Maintenance
- Health and Well Being
- Outdoor Education
- Community Exposure

For more information on our Continuing Education Adult Program and a comprehensive list of our program components, please visit www.celebratethechildren.org and select adult curriculum in the our program section.



Adult Program

18- 21 Years

Questions for Parents...

Think about these areas of adult life:

- Work
- Where someone lives
- Recreation (what someone does for Fun/Relaxation)
- Socializing (Family, Friends, Community Connections)
- Independent Living
- Health and happiness

Things to consider:

- *What would you like your child to be doing in each of these areas after they have graduated from high school? 5 years? 10 years?*
- *What do you think your child would like to be doing in each of these areas? Think about what makes your child happy. What his/her strengths are? What does he/she enjoy doing?*
- *Work with your child to pick one goal for each of these areas. What needs to be done (at school & at home) to help reach these goals?*
- *What are the barriers/fears for your child in the future? What skills need to be developed to address this barrier/fear?*
- *How much supervision does your child need? What can he/she do independently?*
- *What things are you currently doing for your child that you wish he/she could do for him/herself?*
- *What types of things interest and motivate your child?*
- *What do **you** need help with?*

Being an informed consumer is important. Do you know about the range of services that might be available after your child graduates?

- Are you registered with DDD? DVR? What services are you registered for/waiting to receive?
- Do you have information about obtaining guardianship of your son/daughter once they turn 18?
- Are you aware of other resources (The ARC, Autism New Jersey, The Family Support Center of NJ, Statewide Parent Advocacy Network, SCARC, Inc., etc.?).
- Have you identified someone who can be a knowledgeable resource person for you? Maybe this person is an experienced parent who has successfully navigated the system and/or a case manager, a relative, or a social worker.
- Are you aware of assistance provided through Medicaid & Social Security?
- Do you know about the different types of employment and living settings that might be available (supported employment, group homes, supervised living, etc.?).
- Are you aware of transportation resources to access community sites?



Student and Family Support Services

Celebrate the Children

Student and Family Support Services

A Student and Family Support Services Case Manager is one person within a multidisciplinary team who is assigned to an individual child and their family. They support the administrative team in overseeing the quality of a child's comprehensive program. The SFSS Department is the point of contact for student-parent issues, beyond the day-to-day trouble shooting. The department provides parent and student support, individually and in groups. Also, SFSS case managers participate in crisis management and in the behavior plan process for individual students and individualized education plans. The following Student and Family Support Services are available to you and your family throughout the school year:

Floortime™ Coaching is a service offered to all parents of students who attend CTC. Coaching is an opportunity for families to bridge the gap between school and home by expanding their understanding of the DIR® model while engaging in Floortime™ with their child.

Parent Support Group meets seasonally through the school year and is used to discuss topics related to parenting a child with special needs. This group is used for information sharing, peer-support and encouragement.

Parent Training Group meets once per month and is used to offer information on relevant topics by a variety of speakers.

Our **Small Group Parent Series** runs for 6-week sessions during the Fall and Spring. This group will allow for 8-10 parents to participate in a supportive group on a specific topic.

Counseling is provided on an individual basis for CTC students and is available to parents who contact the department or who have been identified by Administration or Teachers as needing support. These parent sessions are supportive, short-term and solution-focused, and not to be confused with private or long-term therapy. This service allows parents to receive extra support as it relates to a target situation or behavior of the CTC student.

Sibling Day is a fun-filled day for siblings of CTC students to share their school day.





Related Services

Celebrate the Children

Therapy services take place both integrated into the classrooms and in our sensory rooms. The focus of these sessions is to strengthen the developmental foundations of our students such as visual spatial foundations, sensory integration and modulation, posture, strength, refined movements, planning and sequencing, oral motor, receptive and expressive language, and executive functioning. These foundations fill the gaps in experience needed for our students to be successful in their educational and life goals.

The Related Services Department is made up of speech therapists, occupational therapists and physical therapists. Our interdisciplinary approach works with students in both individual and group formats. Once per week each classroom receives a related services group that is run by speech, occupational and physical therapists. The therapists coordinate with classroom teachers so that the groups support the themes and topics that students are learning within the classroom. Related services also provide a variety of programs within CTC including MNRI, CEW Handwriting Program, Sports Group, Heart Healthy Heroes (HHH), General Movement Group and Chat Club.

Reflex Integration

The reflexes are the primary neurological building blocks for all learned movement skills and they influence the development of the brain and many cognitive and intellectual processes. It is important to understand that reflexes do not function in complete isolation of one another. Primary motor reflex patterns, in particular, play a subordinate role in the maturation of more complex motor reflex schemes (i.e., rolling over, sitting up, crawling, etc.). If typical integration of primitive reflexes does not occur due to physical or emotional stress, learning may be inhibited or one may remain in the primitive protective state.

One of the reflex integration programs used at CTC is called Masgutova Neurosensorimotor Reflex Integration (MNRI). MNRI is based on the theory that innate primary movements and reflex patterns are present in every individual and integration is essential for normal human development. Fundamental to the MNRI Method is the understanding that automatic primary motor reflex patterns do not disappear instead they integrate. To support the integration of primary reflex motor patterns, MNRI Method program techniques have also been developed to integrate motor reflex movements (subordinate components of primary motor reflex patterns) and tactile, visual, auditory, and proprioceptive sensory systems.

Training Listening Program (TLP)

The Listening Program is a Music-Based Auditory Stimulation method. It is an effective approach for enabling those students with a broad range of challenges and abilities to achieve even more. TLP's clinically proven approach gently trains the auditory system to accurately process sound. This can help with difficulty in areas such as attention, listening, speech and language, social skills, self-regulation and more. TLP's music is psychacoustically modified to stimulate the different functions of the auditory processing system. This enables the brain to better receive, process, store and utilize the valuable information provided through the varied soundscapes, such as music, language and the environment.

The Chat Club

Chat Club is a group of students who meet once a week for approximately thirty minutes. The students enrolled, although many are verbal communicators, have overall pragmatic/conversational challenges that may impact skills. These challenges affect their ability to interact successfully with others. This group is run in a least restrictive environment in an open casual format. Skills targeted include:

- *Peer Interaction*
- *Social Skills*
- *Pragmatic Skills*
- *Discourse Skills*
- *Conflict Resolution*
- *Public Speaking Strategies*
- *Theory of Mind/Perspective –Taking*
- *Problem-Solving Skills*





Related Services

Celebrate the Children

Sports Group

Sports group is led by the Physical Therapists and is offered to students based on their need to work on organized sports skills and peer interaction. As students are engaging in the group activity, Physical Therapists are observing and working on underlying developmental gross motor skills that are required to successfully participate in the sport. The gross motor activities and sports performed are similar to the physical education curriculum and community sports schedule. Students are grouped according to skill level and age.



Throughout the school year students, are exposed to various sports, including: football, basketball, baseball, kickball, gymnastics, track and field, and volleyball. Sports group embraces the DIR® principles while promoting social development.



General Movement Group

Motor planning is the ability to think of ideas, organize them and then execute them. This is why a main focus of our motor planning groups is working on the skills that will give our kids independence in the things they have to do and, more importantly, the things they want to do. These activities are fun and meaningful to the students. These groups are led by seasoned therapists and provide an opportunity for teachers and staff to join and learn from the therapists.

Connect Experience Write (CEW)®

Connect Experience Write (CEW)® is a patent pending handwriting program created by occupational therapists Michele Parkins and Carrie Davis. In CEW, students write letters using visual templates while listening to music that simulates the movements needed to form the letters. This combination of visual templates and auditory guides strengthens the visual spatial foundations related to writing.



Keeping relationships and emotional connection at the forefront, CEW classes begin as a group. Students participate in whole body movements to the beat of music to help them identify the top, middle, bottom, left, and right parts of their bodies – all important foundational concepts to writing. They then move their shoulders, elbows, wrists, and fingers to a song that helps them isolate the body parts used when writing. Lastly, gross motor movements are performed with a partner (called “Mirror Movements”) that correlate with foundational writing strokes – vertical line, horizontal line, curves, and diagonals. The music is comprised of the same tones as the music that is used for each letter.

As a developmental program, CEW letter groups progress according to development of writing strokes -- vertical and horizontal lines first followed by curves and diagonals. Students that are already writing still start foundationally with the vertical and horizontal capital letters (E, L, F, I, T, H) and progress from there to curves (D, B, P) and then diagonals (K), etc. They will then work on the lower case letters. The reason for this is that if students are having challenges with handwriting, chances are there are gaps in the developmental foundations needed for automatic fluid writing.

Connect Experience Write (CEW)® is an interpersonal handwriting program that uses sensory-motor integration and visual spatial concepts to facilitate the development of handwriting skills in students with alternative learning styles. There are currently two research studies being conducted using CEW.

Connect **E**xperience **W**rite®





Related Services

Celebrate the Children

Communication Corner

Augmentative and Alternative Communication (AAC) includes all forms of communication (other than oral speech) that are used to express thoughts, needs, wants and ideas. AAC includes the use of facial expressions, gestures, writing, or use of symbols or pictures. Students enrolled in this group will focus on:

- Peer Interaction
- Social Skills
- Pragmatic Skills
- Turn-Taking Skills
- Motor-Planning
- Visual-Spatial Skills
- Communication/Expressive Language

The ultimate goal of this group is to increase the student's competence to use alternative communication for social skills and peer interaction.

Developmental Foundations (DF)

DF is a multidisciplinary collaboration between Occupational, Speech, and Physical therapists, teachers, and paraprofessionals. These groups run once per week in each classroom to address critical thinking and executive functioning. DF groups are experience based and promote generalization of classroom curriculum. There is strong emphasis on social interaction, problem solving, communication, motor planning, and visual spatial developmental. This interdisciplinary approach incorporates therapy goals into the classroom in order for students to generalize these skills and promote overall independence.



Future Business Leaders of America (FBLA)

FBLA is an American career and technical student organization that helps to expose students to the business world. This is a non-profit organization present in high schools ("FBLA"), middle schools ("Middle Level"), and college ("PBL") as well as professional members ("Professional Division"). At CTC FBLA was started out of the students' passion to create a product desired by others and the motivation to get paid for it. As this was their passion it has since grown from a group of 4 students to a group of 18 students with much success. Currently we are running two businesses, CTC Café and CTC Custom Design.

CTC Café is a student run business where by students advertise, sell, and prepare hot meals for staff members on a monthly basis. CTC Custom Design is also a student run business where by the students advertise, create, and sell various products such as business cards, invitations, greeting cards, thank you cards, flyers etc. The idea of ownership, accountability, and leadership continue to motivate the students to run each business in a professional manner.



Related Services

Celebrate the Children

Brain Gym

Brain Gym is a series of simple and enjoyable movements that enhances whole-brain learning. These movements, based on educational kinesiology, make all types of learning easier and are very effective with academic skills. Brain Gym is utilized during classroom Related Services groups, as well as in individual sessions.



Healthy Heart Heroes

An important aspect of a healthy lifestyle for our students at Celebrate the Children is understanding and engaging in age appropriate exercise. Healthy Heart Heroes is a cardiovascular and strengthening program, led by the Physical Therapists, which primarily focuses on endurance, strength, and physical fitness. HHH is also designed to challenge balance, motor planning, graded muscle control, and coordination skills. The students participate in a variety of stations, including weight training, the treadmill, and Bowflex machine. Peer interaction and independence are encouraged throughout the group, while also providing exercises that can be carried over at home and in the community for lifelong health. In addition, the program embraces and incorporates all of the DIR principles.

The Astronaut Program

A sensory integrative protocol that is designed to stimulate and integrate the vestibular, visual, and auditory systems. It is a child-friendly approach that utilizes rotary input (spinning) to elicit reflexive eye movements (nystagmus), which “warm up” the eyes for subsequent focused visual activities.

Children with vestibular processing dysfunction have poor motor coordination skills, may have poor balance, be fearful of movement, awkward, clumsy, fall and bump into things. Astronaut Training can be helpful for children with balance, sensory issues, or coordination disorders.

As a bridge between sensory processing and movement control, the vestibular system plays a major role in everything we do including looking and listening. This program is a protocol for improving function in the Vestibular-Auditory-Visual systems.

The vestibular system teams up with the auditory and visual systems to perform many important tasks by helping us understand the 3-dimensional space that surrounds us wherever we go. The vestibular system also provides a perception of orientation in space that must be activated by the musculoskeletal system. It is our internal guidance instrument working to tie the body senses, such as proprioception and touch, together with the visual and auditory senses. Through the proper functioning of our Vestibular-Auditory-Visual systems the sights and sounds of our world become more meaningful and entice us to move, explore, and engage with objects and people.

During the astronaut training program, participants are positioned precisely on astronaut boards which rotate in time with music. Participants then complete a series of vision exercises.





Outdoor Classroom

Celebrate the Children

Nature classrooms facilitate children’s hands-on learning experiences, which incorporate key disciplines while creating an inviting learning space in the natural world. There are numerous benefits of having a sustainable outdoor nature classroom. Not only does this classroom connect students with the environment but it also offers lessons and activities that have been shown to develop creativity and problem-solving skills, stimulates cognition and understanding through the physical manipulation of objects, and improves readiness skills in numerous areas. Students are inspired to ask questions and seek answers through research and observation. Students observe a diverse ecosystem first-hand, discover connections between themselves and others, contribute to the growth of healthy foods from seed to table, and apply concepts learned in multiple academic areas.



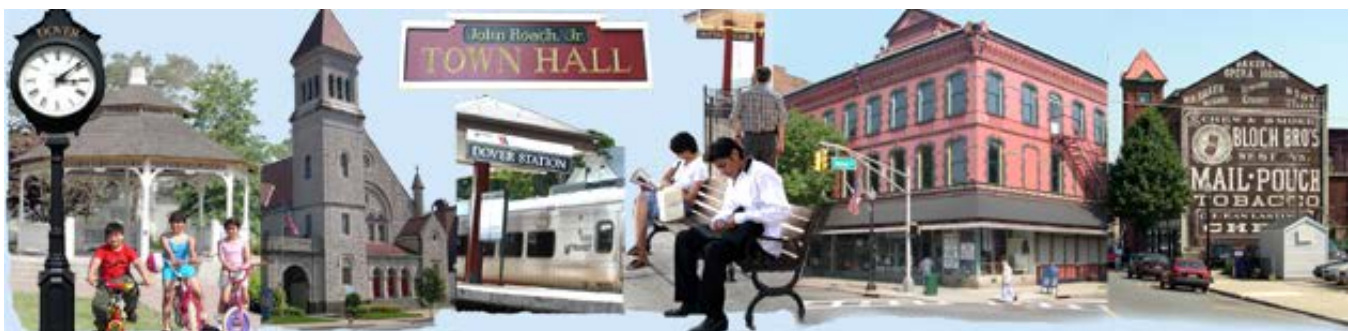
Our outdoor classroom includes gardening, open areas for movement such as yoga classes, natural art space, music and circle time space, and gathering areas for a multitude of disciplines including Language Arts, Math, Science, relaxation, one-to-one lessons, etc. Using all the senses in the garden and refining observation skills, noticing what you see, hear, smell, taste, feel, students will become more connected to the world around them and develop an appreciation for the beauty and abundance of the natural world. The experiential learning afforded to our entire school community through the garden is intended to instill an appreciation of the environment and it’s integral role in humanity and ignite the spark to continue learning and exploring the natural world.

The “Celebrate the Children Celebrates Nature” Project connects solidly to our school philosophy of an interdisciplinary approach to learning through the DIR® model in a comprehensive school program.

Community-Based Instruction

Celebrate the Children

Students can experience difficulty transferring learned skills from one environment to another. Therefore, Community-Based Instruction is an integral part of our curriculum. Community-Based Instruction allows students to enhance their functional skills within a natural community setting, where such skills are used, in order to ease and enhance transitions to independent living, community participation, and employment.





Developmental Pre-School Program

Celebrate the Children

Based on the latest research in Neuroscience, we strive to appropriately address the challenges for young children diagnosed with developmental delays in a school setting. At the same time, we celebrate the strengths of each individual child to capitalize on progress. CTC uses a Developmental Curriculum, approved by the New Jersey Department of Education in the Preschool classroom. Tools of the Mind, (Vygotsky) adheres to the most current Preschool Teaching and Learning Standards. This curriculum is a research-based early childhood curriculum that heavily focuses on self-regulation, thinking and executive functioning. It compliments our developmental framework and is infused into the day, as a layer within the DIR Model. In Addition, the Preschool program utilizes a variety of other multi-sensory, experienced-based curriculums to support individual developmental capacities and foundations for learning.

- Ages 3-5
- Full Day Program
- State of the Art Facility
- Developmental, Individual- Difference, Relationship-Based Approach
- Integrated Program with Speech, Occupational and Physical Therapy
- Unique Understanding of Autism and Related Disorders
- Strong Emphasis on Critical Areas of Language and Communication, Executive Functioning, Pre-Academic,
- Social, Play and Importance of Movement in Young Children
- Academic Curriculum includes Tools of the Mind, Approved Curriculum by the NJ Department of Education
- Dual Certified Teacher in Regular and Special Education
- Family Support and Training
- Developmental Checklists and Data Book to Record Progress
- After-School Enrichment Program

After School Program

Celebrate the Children

Enrichment Programs supporting the footprints for Independence

Celebrate the Children is happy to offer an after school enrichment program open to students who attend the CTC school as well as peers and students who attend other schools. The program is designed as an enrichment program for special needs students. There will be opportunities open to peers to support socialization and for inclusion in a supportive environment.

What is the term of each class offered?

In an effort to make available a variety of opportunities for the students, we have decided to split the school year into “semesters.” A variety of classes will be offered in three semesters. The first semester will commence September through December; the next, January through March; and, the third, March through June. Each semester, there will be a variety of classes offered for different age ranges.

What are the days and hours?

The days and hours will vary depending on the class. Overall, classes will be offered Monday – Thursday within the time frame of 3:15pm – 4:45pm.





Swimming Program

Celebrate the Children

Celebrate the Children has partnered with the West Morris Area YMCA, located in Randolph, NJ, and implemented an open swim program. Students enjoy frequent field trips to the pool, typically once per month. There are many benefits of aquatic exercise for individuals with physical, sensory and developmental challenges, taking advantage of both the buoyance and the hydrostatic pressure offered by a pool environment. The program takes place in a warm water pool, which enhances the psychological benefits including decreased pain, increased range of motion, decreased sensitivity of sensory nerve endings, and increased joint range of motion.

Students travel by bus to the YMCA, which is in close proximity to our Denville campus. Two groups of students rotate during the one-hour session of swim time, allowing the students to swim for 30 minutes. A certified lifeguard is always on duty at the pool and there is always a 1:1 ratio of staff with students in the water. This program incorporates NJCCCS Life Skills 9.1.



Horseback Riding

Celebrate the Children



(Equine Tranquility Wellness Center)

Therapeutic Riding Lessons offered by the Equine Tranquility Wellness Center, which currently operates out of the Equine Tranquility Farm located in Andover, NJ, utilizes horses to positively influence the well being of people with disabilities. Celebrate the Children students enjoy multiple field trips to the wellness center each year.

According to the Equine Tranquility Wellness Center, therapeutic riding can be physically, sensorially, emotionally, cognitively, or socially beneficial for individuals. Therapeutic riding lessons are customized to each individual's needs and abilities. Also taught is basic horsemanship and riding skills, as well as opportunities for social interaction, recreation, sport, and education.

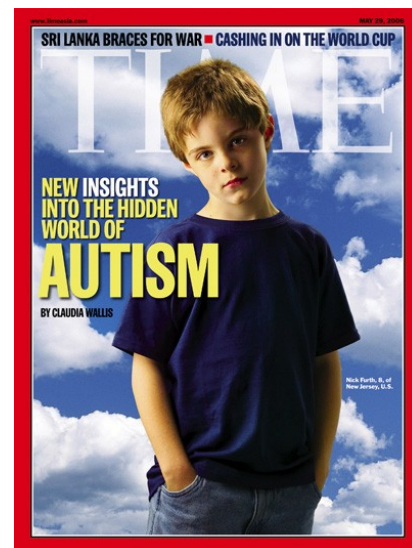


In the Media

Celebrate the Children

Our school has had some wonderful media opportunities within the past few years, which include appearing on television and on the Web to promote our programs and increase awareness of the capabilities of children with Autism.

Celebrate the Children was Time Magazine's featured cover story in May of 2006.



In the Media

Time Magazine

A Tale of Two Schools

By Claudia Wallis

Sunday, May 07, 2006

From the moment parents absorb the shock that their child may be autistic, they enter a dizzying world of specialists, therapists and, alas, purveyors of snake oil. Getting the right help quickly is paramount, but it is hard to make good decisions when you are in a panic or fighting despair.

For the past 20 years, the dominant way to work with autistic children has been based on Applied Behavior Analysis. ABA derives from the classic work of psychologist B.F. Skinner, who showed--mostly in animals--that behavior can be altered with carefully repeated drills and rewards. In 1987, Ivar Lovaas at UCLA published a small study with huge repercussions. He reported that 9 out of 19 autistic children taught for 40 hours a week with behaviorist methods had big jumps in IQ and were able to pass first grade; only 1 out of 40 in control groups did so. It was the first bright ray of hope in autism.





In the Media

Time Magazine

Recent years have brought questions about the ABA model. When Lovaas protégé Tristram Smith tried to replicate the 1987 findings in a 2000 study, he got a more modest success rate on academic measures and virtually no gains in social behavior. Others, meanwhile, have devised new ways of working with autistic kids. One of the best known was developed by child psychiatrist Stanley Greenspan, who spent 15 years studying infant development at the National Institute of Mental Health. His method, called DIR® (developmental, individual-difference, relationship based), has as its premise the idea that an exchange of emotional signals, initially between mother and infant, form the basis for learning in childhood. Greenspan trains parents and teachers to engage the emotions of even the most withdrawn toddlers by getting down on the floor and entering the child's world, helping turn repetitive acts like lining up blocks into playful interactions. He describes the method, also called Floortime™, in a new book, *Engaging Autism*.

While the majority of U.S. programs for autistic children are based on ABA techniques, DIR® has made inroads, and many programs now mix elements of both. How do the techniques differ in practice? To find out, TIME visited two schools, each a model for one school of thought.

CELEBRATE THE CHILDREN

THIS IS NOT A QUIET SCHOOL. The hallways are filled with the sounds of kids talking and playing. The walls are festooned with banners, photographs and artwork. Parents always ask whether it's too much stimulation, says director Monica Osgood, but the school wants its students to adapt to the "real world." Celebrate the Children (CTC) is one of a growing number of DIR® schools. It opened its doors in Stanhope, N.J., in January 2004 with just three students. It now has 41, from toddlers to teens, and is still expanding fast.



CTC emphasizes the expression of emotion and spontaneous thinking. Rather than work on a highly specific skill, DIR activities tend to include complex social interactions that build many skills at once. In a classroom for 5-to-9-year-olds, eight kids sit in a circle playing a game in which they pick an activity card and a card showing a classmate's face. Children earn cheers as they perform the designated activity with that classmate (giving Olivia a high five, hugging Alex). Instead of tangible rewards, shouts of encouragement, a sense of accomplishment and what Greenspan calls the "warm, pleasurable feelings" that come from human interaction serve as reinforcement for learning. In a classroom of 11-to-14-year-olds, kids are asked to stand in a narrow row between two strips of blue crepe paper representing water.



In the Media

Time Magazine

The challenge: to arrange themselves in height order without stepping over the lines and falling "off the boat." The task combines communication skills, problem solving and visual, spatial skills. Teachers at CTC are trained to work on sensory issues and use the principles of occupational therapy throughout the day, Osgood explains, rather than in a separate program.

At the core of CTC is Floortime™, one-on-one, child-directed play periods. In one such session, David, 6, goes down a slide again and again. Each time he reaches the top of the ladder, a teacher playfully blocks his way, leading this very passive child to make eye contact and make his wishes known. "She wants him to move her hand or say 'Move' and be intentional," explains Lauren Blaszak, CTC's assistant director. "She's got an agenda; he doesn't know it. He keeps going back for more because it's fun." Building social interactions this way, she says, will make it easier for David to join circle games at school and sit at the dinner table at home.



Osgood worked in an ABA program for six years. "It does a great job with skills," she says, "but the kids lacked the ability to think on their feet, to problem solve and to engage socially." She also feels that the ABA emphasis on "looking normal" doesn't address the reasons for behaviors like flapping and rocking: "Those are organizing strategies to cope with anxiety. Our philosophy is not to say 'Don't do that.' In DIR®, we respect them for who they are but give them the tools they need for successful lives." Sometimes literally: Osgood tosses a boy a Koosh ball when he asks for something to fiddle with in his hand. Knowing to ask, she says, is part of learning to regulate oneself.

While Greenspan has published impressive long-term results, his critics say there's an absence of controlled, randomized studies. He is responding with a series of studies just getting under way at York University in Toronto. Among them is work that should help illuminate choices for struggling parents: imaging studies that will compare the brains of DIR® kids with those treated with ABA.

Wallis, C. (2006, May, 7). A Tale of Two Schools. *Time Magazine*, 49-50.

To read complete articles please visit the Time Magazine website:

"A Tale of Two Schools": <http://www.time.com/time/magazine/article/0,9171,1191852-1,00.html>

"Inside the Autistic Mind": <http://www.time.com/time/magazine/article/0,9171,1191843-1,00.html>



In the Media

Brady Rymer

Love Me For Who I Am Songs Celebrating Children of all Abilities by Grammy Nominee BRADY RYMER



BRADY RYMER

These songs were inspired by the students at Celebrate the Children School, a New Jersey school for children with alternative learning styles. Many of the students are affected by Autism, Asperger's Syndrome or related disorders.

The songs can be heard as anthems for differently-abled children and their families; at the same time, I think every child will find something to relate to in this collection. I hope the songs will invite deeper understanding and appreciation of children with Autism and other disorders by shedding light on just how much we all have in common.

The CD art is by Zoe Kakolyris, an artist with Asperger's Syndrome who is also profoundly deaf. The vibrant world she portrays, full of children interacting with joy and humor, perfectly reflects the spirit of this collection of songs.

"The ideas that are trapped in my head are so huge. We understand everything that is going on even if it seems like we are not paying attention. Please teach the world that we think very intelligently but we are bound by our bodies."

Keir Keebler, Student at Celebrate the Children School



We donate 5% of profits to Autism Speaks

Additional proceeds will benefit Celebrate the Children School in Wharton, NJ

bradyrymer.com

Release Date
Tuesday, April 12, 2011

Suggested Retail Price
\$14.98

Publicity
Beth Blenz-Clucas
Sugar Mountain PR
503.293.9498
beth@sugarmountainpr.com



Watch the **Love Me for Who I Am** video filmed at Celebrate the Children School on YouTube
http://www.youtube.com/watch?v=I53UiPI39Zc&feature=player_embedded



In the Media

A Conversation with Brady Rymer

A Conversation with Brady Rymer

Posted by Jeff Giles on Friday, April 1, 2011

My friend Jeff Bogle, of Out With the Kids, calls **Brady Rymer's Love Me for Who I Am** the album he was destined to make, and I couldn't put it any better. Full of hooks and effervescently charming musical turns, it has something for family members of all ages — and music fans of (almost) all persuasions — but that isn't even all of what makes it so special. There's also a really wonderful story behind the music, which, among other things, Brady shared with me during a recent interview. Here's a transcript of our discussion, and a widget that will let you stream the whole album while you read. Enjoy.



"Your new album, **Love Me for Who I Am**, was a collaboration of sorts with a school called **Celebrate the Children**, whose mission is giving support and respect to children with sensory processing difficulties — conditions such as autism. How did you get involved with them?"

"Well, I was with this other band — I still am, actually — called From Good Homes. And by the late '90s, that band was dissolving around me, and it just happened to coincide, for me, with starting a family and having kids. And my friend Monica, who founded the school, knew I was looking to do something, and she said, "Come on out and play your guitar at our summer camp — the kids would love to hear your music." And that's how my relationship with them started. That was about ten years ago, and they just kept playing my CDs when I'd release them. Eventually, Monica ended up marrying Dan Myers, who produces my music, and that strengthened our connection to the school.



I've kept going back to play those shows, and it's just been an incredibly great gig — always a lot of fun to do."



"And then a couple of years ago, after a really, really nice show in the summertime, I said to Monica and Dan, "These guys need some songs. We really need to write some songs for them." They thought it was a great idea, and since they worked with the kids so much, I asked them to send me some ideas — so they sent me a couple of pages of phrases which either came from the kids, or came from thinking about their challenges. And then we just started banging out the songs from those phrases, and keeping that spirit, the spirit of the kids, close. "

Giles, J. A Conversation with Brady Rymer. Retrieved February 2, 2012, from <http://dadnabbit.com/a-conversation-with-brady-rymer/>

To read the entire conversation with Brady Rymer, please visit Jeff Giles' blog, <http://dadnabbit.com/a-conversation-with-brady-rymer/>

In the Media

Celebrate the Children

Please visit our website, www.celebratethechildren.org, and select "In the Media" to learn more about Celebrate the Children in the spotlight.





Parent Testimonials

Celebrate the Children

"...His neurodevelopmental pediatrician told us that his transformation was a miracle and that she has never seen anything like it before. It was a miracle. It was Celebrate the Children."

*"...thank you
all for truly
thinking outside
the box and
being creative
enough to work
around some
major learning
roadblocks."*

Dear Celebrate the Children,

I don't remember a lot from our first appointment with our son's Neurodevelopmental Pediatrician. I remember she said the words Autism and institutionalization. I remember looking at my husband and feeling powerless and small. Everything else was like a Peanuts episode where words were muffled and indistinguishable. I just wanted to wake up and have it all be a dream. My beautiful baby boy, who could not speak but who was so amazingly smart and sweet and wonderful seemed to be gone in an instant and in his place we had the word, "Autism".

I remember being in the car after our first appointment and my husband said, "he is still the same child he was yesterday, he just needs help and we are going to give it to him."

The first time I walked into Celebrate the Children, I was frustrated and scared that I couldn't find what my son needed. I remember walking into classroom after classroom and seeing children. Not disabled children, not children with special needs, just children who were loved and believed in. I remember the way these children beamed with pride, I remember talking to teachers who raved about how smart and amazing the children were and I wanted that for my child.

When our son was accepted at Celebrate the Children, my husband and I felt like a weight had been taken off our shoulders. We knew he would be loved, believed in, and given what he needed.

*"...the kids did
such a great job
so much love in
that room!!
The entire
night was so
uplifting. The
Staff at
CTC are
amazing
people."*

Words cannot describe the amazing miracle that Celebrate the Children was in our lives. Our son was literally transformed during the two years he was at the school. He has become a confident, social, and articulate child, a child who thinks about the world and people around him. The love our son received from his teachers and the staff at Celebrate the Children makes me cry. There was not a single person in the entire school who did not believe that he was the smartest, sweetest boy in the world. The crazy thing is, they felt this way about every single one of their students. I truly believe that his teacher became his other mother. The love and attention she showered upon him changed his life. But, it was more than that. I started doing Floortime™ with one of the staff members and she became someone so special in my own life. With the outside world I felt like I had to be strong and steadfast in my belief that my son was going to get everything he needed, but with the staff I was able to share my fears, my insecurities, my hopelessness. I was able to breakdown and have doubts and cry. She was my son's Floortime™ therapist, and my friend. We felt that we were part of a family, a family that was giving Jake exactly what he needed.

Two years after starting at Celebrate the Children, my son has graduated and attends a private school for children with auditory processing disorders and dyslexia. The school is not an autistic school. He is articulate, social, smart, funny, and sweet. He is ahead academically and just acted as the "prince" in the school's production of "Snow White." The Neurodevelopmental Pediatrician and all of his teachers say he will go to college and have a "normal" life. His Neurodevelopmental Pediatrician told us that his transformation was a miracle and that she has never seen anything like it before. It was a miracle.

It was Celebrate the Children.

Celebrate the Children literally changed my son's life and it changed our family's lives. We have been so blessed and will always be so very, very thankful to the school and to his teachers.



Parent Testimonials

Celebrate the Children

"...I salute all the kids and professionals of CTC and to you as someone who has given such a wonderful gift to the society."

Dear Celebrate the Children,

Often it is not a good idea to let go certain thoughts driven out of moment of realization. Not sure why this thought passed through my mind only yesterday while I have visited quite a few classroom settings in last four years or so. Was it because of the kids were older, was it because some of the sensory issues they are facing become more vivid as the kids grow older? I am not sure. What happened as an ultimate result in my mind was sort of dramatic. I felt the work I do as a living in my day-to-day life is quite trivial to what is being done in a small school called CTC. And to that argument, probably many like me who think they do quite a complex and challenging job in their daily life may have a second thought if they see what I saw yesterday.

It was a classic example of how an almost impossible job can be undertaken as part of a profession and then carried out with absolute ease and proficiency day over day. What I saw is a few bright kids having their own set of ideas, unique needs, unique sensory challenges and communication bottlenecks fighting like brave teenagers to overcome so called "own world" to touch and feel all others. A true set of beautiful minds at work. And then there were a brave set of professionals working with them, helping them to achieve their true potential. I saw tremendous innovation to wriggle through all the obstacles to reach out to the kids and the equal effort from the kids to reach to them in turn. As Sir Isaac Newton said, "for every action there is an equal and opposite reaction". I saw innovation, dynamicity, professionalism and dedication at its best. No state of art facilities, no overwhelming uses of technology rather an audacious effort with modest infrastructure to achieve best of results. I salute all the kids and professionals of CTC and to you as someone who has given such a wonderful gift to the society.

Best Regards,

----'s Dad

*"...Gallons of
Glitter and
Paint along
with miles of
colored paper
coupled with the
loving
dedication of
those we refer to
as our Angels
the Aides
Support Staff
Teachers
Principal
Director
culminated into
an amazing
production of
Celebrate the
Journey -
CTC's
Spring
Concert! A
million thanks
with love."*





How You Can Support Celebrate the Children

Celebrate the Children Foundation

“Education is for improving the lives of others and for leaving your community and world better than you found it.”

-Marian Wright Edelman



The story of Celebrate the Children School is truly unique. It was borne out of the vision and passion for children with Alternative Learning Styles by two remarkable young women: Monica Osgood and Lauren Blaszak, the present Executive Directors. Celebrate the Children is the only school of its kind in New Jersey and one of 18 schools in the entire country to offer the Developmental Individualized Difference Relationship-based (DIR®) Floortime™ model developed by Drs. Stanley Greenspan and Serena Weider. Families travel from across the country and abroad to attend the school because of its innovative programs, well-trained professional staff, and love and care showered on all students ages 3-21.

The Celebrate the Children Foundation is a voluntary, non-profit organization established in 2010. The mission is to promote, sponsor, fund and support education and enrichment of the curriculum of Celebrate the Children students. Generous contributions to the Foundation empower teachers to develop and implement motivating, sensory-based and appropriate educational projects, benefiting the children in their care.

The CTC Foundation, a Non-Profit Corporation under the IRS 501 (c)(3) is supported by private contributions from individuals, matching gifts, memorial and tribute gifts, businesses large and small, community service organizations and corporations. Donations to the Foundation are tax deductible. Tax ID number is 38-3822635.

Location and Directions

Denville, New Jersey

Directions to Celebrate the Children

230 Diamond Spring Road, Denville, New Jersey 07834

From the West:

I- 80 East

Follow I-80 E to US-46 E/West Main St in Denville,
Exit 38
Merge onto US-46 E/West Main St
Turn left at US-46 W
Take the 1st right onto W Main St
Turn left onto County Rd 603/Diamond Spring Rd

US 46 East

Follow US-46 E into Denville
Turn left at US-46 W
Take the 1st right onto W Main St
Turn left onto County Rd 603/Diamond Spring Rd

From the East:

I-80 West

Take exit 39 to merge onto US-46 E toward NJ-
53/Denville
Merge onto US-46 E
Turn right toward NJ-53 N/E Main St
Take the first right onto West Main St
Turn left onto County Rd 603/Diamond Spring Rd

US 46 West

Head northwest on US-46 W
Take the 1st right toward W Main St
Take the 1st right onto W Main St
Turn left onto County Rd 603/Diamond Spring Rd



School Calendar

Celebrate the Children



2014-2015 School Calendar

230 Diamond Spring Road, Denville, NJ 07834, Phone: 973-989-4033 Fax: 862-244-4969

<p>SEPTEMBER 2014</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td></td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td></tr> <tr><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td></tr> <tr><td>14</td><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td></tr> <tr><td>21</td><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td></tr> <tr><td>28</td><td>29</td><td>30</td><td></td><td></td><td></td><td></td></tr> </tbody> </table>	S	M	T	W	Th	F	S		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30					<p>1 Labor day 2-5 Teacher in-service days 4 First day for Students (Early dismissal Students only) Student days: 19 Staff days: 21</p>	<p>16-20 Winter Recess (Mon-Fri.) 2, 9 Snow day Student days: 13 Staff days: 13</p>	<p>FEBRUARY 2015</p> <table border="1"> <thead> <tr><th>S</th><th>M</th><th>T</th><th>W</th><th>Th</th><th>F</th><th>S</th></tr> </thead> <tbody> <tr><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td></tr> <tr><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td><td>13</td><td>14</td></tr> <tr><td>15</td><td>16</td><td>17</td><td>18</td><td>19</td><td>20</td><td>21</td></tr> <tr><td>22</td><td>23</td><td>24</td><td>25</td><td>26</td><td>27</td><td>28</td></tr> </tbody> </table>	S	M	T	W	Th	F	S	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28														
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* 4 Emergency Days have originally been included for a total of 184 student days/187 staff days
 **To date, Six (6) emergency days have been used. One additional day will be made up on Wednesday, June 24, 2015 and One additional day will be made up on Good Friday, April 3, 2015.

Early Dismissal: 1:00pm (unless notified otherwise)

School Hours: Monday – Thursday: 9 AM- 3 PM; Friday: 9 AM- 1 PM

Calendar is subject to change

Issue Date: 4/7/14

Revised 3/09/15