

INFORMATION HANDBOOK



MISSION STATEMENT

The mission of LADACIN Network, a non-profit Agency, is to provide a continuum of care, including educational, therapeutic, social, residential and support services to infants, children and adults with complex physical and developmental disabilities or delays.

LADACIN Network is a network of volunteers, qualified staff, people with cerebral palsy or other physical disabilities dedicated to:

- Ensuring the rights and entitlements of persons with complex physical and developmental disabilities or delays.
- Equipping and enabling individuals with complex physical and developmental disabilities or delays to attain the fullest possible participation in an integrated community.
- Supporting choice of options in daily living.
- Providing a lifetime of continuing services to clients and their families.
- Improving living conditions for persons with disabilities.
- Presenting factual material for awareness, understanding, and prevention of physical disabilities.
- Mobilizing human and financial resources to accomplish the purposes of the organization.
- Securing funding sources necessary to carry out its Mission.
- Providing housing options for individuals with complex physical and developmental disabilities or delays.

NOTES

ADMINISTRATION

Patricia Carlesimo, *Executive Director*

Celeste Smith, *Associate Executive Director
Adult and Residential Services*

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Children’s Programs*

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Access Unlimited - Monmouth County

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X LADACIN Network Transportation Title VI

LADACIN Network operates its programs and services without regard to race, color, or national origin in accordance with Title VI of the Civil Rights Act of 1964, as amended. Any person who believes that she or he has been aggrieved by any unlawful discriminatory practice under Title VI may file a complaint in writing to LADACIN Network.

To file a complaint, or for more information on LADACIN Network’s obligations under Title VI write to: LADACIN Network, 1703 Kneeley Blvd. Wanamassa, New Jersey 07712 attention: Celeste Smith or visit www.ladacin.org.

Transportation services provided by this agency are in whole or part funded through federal funds received through NJ TRANSIT and as an individual you have the right to file your complaint to both LADACIN Network as well as the Federal Transit Administration. Complaints may also be filed with the Federal Transit Administration in writing and may be addressed to: Title VI Program Coordinator, East Building, 5th Floor – TCR, U.S. Department of Transportation, Federal Transit Administration, Office of Civil Rights, 1200 New Jersey Avenue, SE, Washington, DC 20590

If information is needed in another language, contact Celeste Smith at (732)493-5900.

Si la informacion se necesita en otra lengua, favor de contactar Celeste Smith al (732) 493-5900.

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Information in this handbook may be available in alternate formats. Please call the Director of Development at 732-493-5900 x 266.

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IX AMERICANS WITH DISABILITIES ACT (ADA)

The Americans with Disabilities Act (ADA) established a clear and comprehensive federal prohibition of discrimination against persons with disabilities in private sector employment and ensures equal access to public accommodations, public services, transportation and telecommunications. Many establishments already having policies regarding nondiscrimination, equal employment opportunities and/ or affirmative action belonging to protected classes will have met many of the requirements.

Disability is defined as a physical or mental impairment which limits one or more major life activities (walking, seeing, hearing, speaking, etc.). The impairment can include such conditions as cerebral palsy, cancer, spina bifida, or mental illness, among others.

Employment Requirements:

Employers with 15 or more employees are prohibited from discriminating against any qualified individual in regard to job application procedures, employee compensation, advancement, job training and other conditions and privileges of employment. An employer is not required to hire people with disabilities but to consider applicants and to make decisions without regard to an individual's disability.

A "qualified individual with a disability" is a person with a disability who, with or without reasonable accommodation, can perform the essential functions of the position that he or she desires.

Public Accommodations and Services:

No individual shall be discriminated against in the equal enjoyment of the goods, services, facilities, privileges, advantages and accommodations of any place of public accommodation or public transportation. The purpose is to enable individuals with disabilities equal opportunity to enter the economic and social mainstream of American life.

In addition, if the Child Study Team suspects that your child may have a particular disability, it may be required to have a special examination performed by a person who is a specialist in that field. After the Child Study Team completes this evaluation, it will make recommendations for classification and for program placement for the child, when appropriate. This evaluation process must be repeated at least once every three years.

LADACIN Network staff will help formulate the second part of the IEP which will set forth how the progress will meet the goals of the IEP. An annual review of the IEP must be scheduled by the Child Study Team to determine if the goals and objectives in the IEP remain current. It is essential that parents/guardians remain in close contact with members of the Child Study Team to keep them informed of any changes to be made in the child's program.

VIII INDIVIDUAL SERVICE PLAN (ISP)

Consumers receiving services of the Division of Developmental Disabilities are provided with an Individual Service Plan (ISP) appropriate to his/her strengths, needs and preferences. The Individual Service Plan is a written plan of intervention and action that is developed by the team in accordance with N.J.S.A. 30:6D-10 through 12, and N.J.A.C. 10:44A-4.3. The ISP specifies both the prioritized goals and objectives being pursued by each individual and the steps being taken to achieve them, and may identify a continuum of skill development that outlines progressive steps and the anticipated outcomes of services. The ISP is a single plan that encompasses all relevant components, such as an education plan, a behavior modification plan, a program plan, a rehabilitation plan, a treatment plan and a health care plan. The complexity of the ISP will vary according to the needs, capabilities and desires of the person. In most instances, the ISP will address all of the major needs which have been identified. The major needs are prioritized. For an individual who makes only specific services requests, the ISP is a service plan that addresses only those specific requests.

The Individualized Service Plan (ISP) is the document that directs and **prior authorizes** all Supports Program services and service providers. This means the individual's budget will only pay for services that are in the approved ISP. The Support Coordinator works with the individual and other planning team members to develop the ISP.

I GENERAL INFORMATION

OVERVIEW

LADACIN Network provides an array of services and programs specifically for children and adults with multiple physical and developmental disabilities.

These programs and services include:

- Department of Education approved programs at the Schroth School and the Lehmann School
 - State approved Preschool curriculum (Creative Curriculum)
 - Differentiated curriculum aligned to NJ core curriculum standards (Unique Learning Systems)
- Extended School Year programs
- Integrated child care program in Monmouth County
- Adult education and training programs at the Schroth Center and the Lehmann Center
- Adult Vocational training at the Schroth Technical Education Center and the Lehmann Technical Education Center
- Supported Employment programs at Monmouth and Ocean Access Unlimited
- Personal care assistant services
- Certified Home Health Aide Services
- An array of housing opportunities in Monmouth and Ocean Counties which include group homes, supervised, supported and independent living apartments
- Diagnostic psychiatry, dental, nutrition, and orthotics clinics
- Transdisciplinary occupational, physical and speech/language therapy, evaluation and treatment
- Evaluation and support in the areas of dysphagia, augmentative and alternative communication, adaptive equipment, rehabilitation technology and assistive technology, including wheelchair evaluation, clinic and training, and outpatient services
- Comprehensive nutrition services
- Comprehensive Respite services including Self Hired, Saturday, and Time After Program
- Early Intervention Services

Referral to the programs and services of LADACIN Network may be requested by the client, family member, physician, school district, social service agency or other community resource.

Through the efforts of a dedicated and caring volunteer Board of Trustees and an Executive Director responsible to the Board, LADACIN Network supports a well-trained professional staff. The highest standards are established and adhered to for the education, treatment and training of clients and staff.

These programs are supported in part by the New Jersey Department of Education, the Freeholders of Monmouth and Ocean Counties, the New Jersey Department of Human Services, Division of Developmental Disabilities, Department of Children and Families, the New Jersey Department of Health, the New Jersey Department of Labor, Division of Vocational Rehabilitation Services, Division of Medical Assistance and Health Services (Medicaid), and the United Ways of Monmouth and Ocean Counties. In addition, support is received from fees, medical insurance and contributions.

The organization is accredited by CARF, The Rehabilitation Accreditation Commission, and is monitored and reviewed by each major funding source. The Agency is also accredited by the Commission on Accreditation for Home Care. Personal assistants and certified home health aides provide services including shopping, meal assistance, personal care, assistance with exercise, light housekeeping and transportation for people with multiple physical and developmental disabilities.

A sliding fee scale is maintained in consultation with the Executive Director. Fund raising efforts including grants, special events, donations and United Way and Freeholder funds are used to subsidize deficits generated by this fee policy.

LADACIN Network is actively committed to a non-discriminatory policy and is an advocate of full civil rights for all individuals, including those with disabilities.

Depending on the purpose of the meeting, other participants may be involved. For example, when a child is evaluated for the first time, the school must also ensure that a member of the evaluation team participates in the IEP meeting, or that someone knowledgeable about the evaluation procedures and results (e.g., a representative of the school or the child's teacher) is present. If one of the purposes of the meeting is the consideration of transition services for the student, then the school must also invite the student and a representative of any other agency that will be responsible for providing or paying for the transition services. For all students who are 14 years or older, one of the purposes of the annual meeting will always be the planning of transition services, since transition services are a required component of the IEP for these students.

The Role of the District Child Study Team:

Every school district employs a Child Study Team, which has responsibility for evaluating your child and planning his or her educational program. It is the function of the Child Study Team to develop an Individualized Education Plan (IEP) for the child. A Child Study Team is made up of three members: a school psychologist, a learning disabilities teacher-consultant (often abbreviated as LDT-C), and a school social worker. Each member of the team is responsible for a particular kind of assessment of your child; in addition, a medical examination must also be included.

Assessments which may be performed include:

- A psychological examination by the school psychologist, to assess the child's intellectual, emotional and social development, and how the child functions at home and with friends.
- An educational assessment by the learning disabilities teacher-consultant, including observations of the child, a review of his or her history, conferences with teachers and analysis of the child's educational strengths and weaknesses.
- A social case study by the school social worker, including observation of and communication with your child and a study of family, school and community factors which affect the child's performance in school.
- A comprehensive medical examination by the school physician and/or nurse practitioner, including a review of the child's medical treatment (such as medication) and how treatment may affect the child's ability to learn.

VII INDIVIDUALIZED EDUCATION PLAN (IEP)

What is an Individualized Education Plan (IEP)?

An IEP is a written statement of the educational program that is designed to meet a child's unique needs. The purposes of the IEP are to establish learning goals for the child, and to state the services that the school district will provide.

The law requires that every child receiving special education services have an IEP. The IEP must include statements about:

- The child's current levels of educational performance. This may include information concerning his or her academic achievement, social adaptation, pre-vocational and vocational skills, sensory and motor skills, self-help skills, and speech and language skills.
- The specific special education and related services to be provided and the extent to which the child will be able to participate in regular educational programs.
- Annual goals, including short-term instructional objectives.
- When services are expected to begin and how long they are expected to last.
- How the school district will determine (at least on an annual basis) whether the short-term instructional objectives are being achieved.

The need for assistive technology services may also be included in the IEP. Assistive technology may include any item, piece of equipment or product system that is used to increase, maintain or improve the functional capabilities of individuals with disabilities. Assistive technology can be acquired commercially and modified or customized.

Who develops the IEP?

The IEP is developed by a team including the parents whose members meet, review the assessment information available about the child and design a response to educational needs. The IEP must be received prior to enrollment. A child's IEP review must occur at least annually thereafter.

According to the regulations, the following people must be invited to attend the IEP meeting:

- One or both of the child's parents.
- The child's teachers. If the child has more than one teacher, State policy or law may specify which teacher should participate.
- A representative of the school other than the child's teacher (this person must be qualified to provide special education or supervise its provision).
- Other individuals, at the discretion of the school or the parents.
- The child, when appropriate.

HOURS OF OPERATION

Administration Office Hours

7:30 a.m. - 6:00 p.m.

School Programs

9:00 a.m. - 3:00 p.m.

Time After Program

3:30 p.m. - 6:00 p.m.

Give and Take Child Care

7:30 a.m. - 6:00 p.m.

Adult Programs

9:30 a.m. - 3:30 p.m.

Residential Services

24 hours per day

INFORMED CONSENT

People with developmental disabilities have the same rights as other citizens. These rights include but are not limited to: the right to life, the right of access to equal educational opportunities and to health care, the right to freedom of association, the right to liberty and the pursuit of happiness, the right to express sexuality, the right to marry and have children and the right to express informed consent.

Unless an individual with developmental disabilities is a minor under the age of 18 and under the care of their natural or adoptive parents or a legally appointed guardian; or an individual over the age of 18 and been found legally incompetent and a legal guardian has been appointed, that individual /parent/guardian has the right to informed consent to participate in the programs and services offered by LADACIN Network. Upon admission to LADACIN Network, the statement of informed consent will be reviewed/signed by client/guardian.

Informed consent means a formal expression, oral or written, of agreement with a proposed course of action by an individual who has the capacity, the information and ability to render voluntary agreement or by someone with fiduciary authority to act for another's benefit.

SEE CLIENT'S RIGHTS AND RESPONSIBILITIES

Reference: DDD Circular #41; NJ Department of Human Services DDD.

For a child who has been evaluated for the first time and determined to be eligible for Early Intervention Services, a meeting to develop the initial IFSP shall be conducted within 45 calendar days from referral. IFSP meetings must be conducted in settings that are convenient to families and in the native language of the family, unless it is clearly not feasible to do so.

Each IFSP meeting must include the following participants: the parent or parents of the child; other family members, as requested by the parent, if feasible to do so; an advocate or person outside of the family, if the family requests that the person participate; the service coordinator who has been working with the family since the initial referral of the child; a person or persons directly involved in conducting the evaluation and assessments; and as appropriate, persons who will be providing services to the child or family.

The IFSP must include a statement of the child's present levels of physical development (including vision, hearing, and health status), cognitive development, communication development, social/emotional development, and adaptive development based on professionally acceptable objective criteria. In keeping with the family-centered goal of Part C and with the concurrence of the family, the IFSP shall include a statement of the family's resources, priorities and concerns related to enhancing the development of the child.

The IFSP will include a statement of the major outcomes expected to be achieved for the child and the family. The IFSP will also include the criteria, procedures, and timeliness used to determine the degree to which progress toward achieving the outcomes are being made and whether modifications or revisions of the outcomes or services are needed.

The IFSP will include a statement of the specific Early Intervention Services necessary to meet the unique needs of the child and family to achieve the outcomes identified. The statement will include the frequency, intensity, location, and method of delivering services; the payment arrangements, if any; and a statement of the natural environments in which the Early Intervention Services shall appropriately be provided.

To the extent appropriate, the IFSP shall also list medical and other services that the child needs and the funding sources to be used in paying for those services or the steps necessary to secure them through public and private resources. Listing of non-required services in the IFSP does not mean that they must be provided under Part C funds. It is important for the family to understand that it is New Jersey's policy to pay up to two hours of service at public expense. The service coordinator and the rest of the IFSP team then must look at how to plan to access resources for the services needed above the two-hour maximum.

VI INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

The federal law that supports early intervention, special education and related service programming for children and youth with disabilities is called the Individuals with Disabilities Education Act (IDEA), formerly the Education for the Handicapped Act (EHA). Public Law 94-142, the Education of All Handicapped Children Act, was originally enacted in 1975 to establish grants to states for the education of children with disabilities and has been amended several times. All eligible school-aged children and youth with disabilities are entitled to receive a free appropriate public education (FAPE). Early intervention services are described as Part C of IDEA. Part C of the law focuses on the services to infants and toddlers who have developmental disabilities and delays. Early intervention is often referred to as "Part C" services, while preschool and school age special education is contained in "Part B" of IDEA (Federal Register, Department of Education, 34 CFR Part 303).

What is the purpose of the IDEA?

The major purposes of the IDEA are:

- To ensure that all children with disabilities have available to them a "free appropriate public education" that includes special education and related services designed to meet their unique needs.
- To ensure that the rights of children and youth with disabilities and their parents are protected.
- To assist states and localities in providing for the education of all children and youth with disabilities.
- To assess and ensure the effectiveness of efforts to educate children with disabilities.

What is an Individualized Family Service Plan (IFSP)?

An IFSP is a written plan for providing Early Intervention Services to eligible children/families that:

- a) is developed jointly by the family and appropriate, qualified personnel providing Early Intervention Services;
- b) is based on the transdisciplinary evaluation and assessment of the child's family as determined by Part C; and
- c) includes services necessary to enhance development of the child and the capacity of the family to meet the special needs of the child.

CLIENT RIGHTS & RESPONSIBILITIES

Clients' rights and responsibilities include, but are not limited to:

YOU HAVE THE RIGHT TO :

Informed consent

Private meetings

Tell people politely what you think

A clean home

Expect people to knock before entering

Personal assistance

Privacy in personal care

Privacy while you are using the toilet

Keep your belongings safe

Control who sees your records

Practice your religion

Plan trips

Refuse sexual advances

Have friends and a spouse

Receive visitors of your choice

Go out with family and friends

Be free from physical abuse

YOU HAVE THE RESPONSIBILITY TO :

Understand the positive/negative consequences of your decisions

Respect the privacy of others

Respect other people's opinions and work out problems

Keep your home clean and request assistance

Respond when people knock

Inform staff when you need assistance

Tell your Personal Assistant how you want to be taken care of

Remind staff to give you privacy

Learn money skills and to keep your money safe

Respect the privacy of other people's records

Respect other people's choices

Understand when a trip is not possible

Leave others alone if they wish

Not tease other people about their boyfriend, girlfriend or spouse

Refuse visitors who are undesirable

Inform the appropriate person where you are going and when you will return

Report physical abuse if it happens to you

CLIENT RIGHTS & RESPONSIBILITIES

Clients rights and responsibilities include, but are not limited to:

YOU HAVE THE RIGHT TO :	YOU HAVE THE RESPONSIBILITY TO :
Join a group	Include others when you are part of a group
Freedom of movement	Operate your assistive equipment safely
Vote	Be informed of issues and candidates
Plan your future	Let people know what you want to do
Be free from restraints	Control your temper
Help plan your services, request therapy and choose your own leisure activities	Attend scheduled meetings
Choose your menu	Eat a balanced diet
Receive regular medical care	Keep appointments

STUDENT CODE OF CONDUCT:

Students have the right and responsibility to:

- Be respected as an individual and treated courteously, fairly, and respectfully by other students and school staff.
- Treat teachers, staff, other students, themselves and property with respect.
- Take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability.
- Attend school daily, be prepared for class and complete assignments to the best of their ability.
- Adhere to all policies and procedures of LADACIN Network.

11. How does this program satisfy the Individual Habilitation Plan / Individual Service Plan?

Staff, in conjunction with the person served, his/her family and representatives of the Division of Developmental Disabilities, Community Care Waiver Case Managers or Support Coordination agency develop an assessment, a description of activities, goals and objectives and progress statements which meet the requirements of the Individual Habilitation Plan (IHP) / Individual Service Plan (ISP). The IHP/ISP is a written description of the individual's program.

V EVALUATION, PLACEMENT AND ASSESSMENT

Assessment for programs and services is scheduled after the appropriate application has been completed and the requested information is received. Representatives of the transdisciplinary team will meet with the individual and family members. If the individual is between the ages of 3 and 21, an evaluation by the Child Study Team of the sending school district in which the child resides is required.

Initial assessment is conducted by the transdisciplinary team which then completes the service assessment. An interim case manager is appointed. Parents and/or guardians are encouraged to participate.

The assessment is expected to provide a description of the individual in the areas of development identified in the curriculum including strengths as well as weaknesses. The observations and information acquired assist in developing a baseline to measure progress. Evaluation is a continuing process.

The Transdisciplinary Report compiles in a narrative form the information gathered during assessment. The goals, objectives and activities from the TD report are stated in an Individual Educational Plan (IEP) developed with the public school district, or in an Individual Habilitation Plan (IHP) / Individual Service Plan (ISP) developed with the Division of Developmental Disabilities or a Support Coordination agency.

Parents of school age students receive written progress reports at least three times each year. Copies of these reports are sent to the district Child Study Team. Participants in the adult and support programs receive written reports at least twice each year. Copies of these reports may be shared with funding sources with the permission of the person served or the guardian.

- Arena evaluations yield rich data particularly related to the interactive aspects of developmental strengths and weaknesses, as individuals from the varying disciplines have a common sample of behavior.
- A team develops an understanding of each other's language and a common format for reporting and constructing an individual program plan.
- The program plan becomes part of the assessment continuum and is constructed by the team collectively, thereby yielding a living teaching tool, truly individualized, clinically based, and cross referenced by discipline.
- Through role release, the services of such professionals as occupational therapists (OT), physical therapists (PT), and speech therapists (ST) can be maximized.
- Family and clients have the opportunity to interact with several professionals, permitting natural selection in developing a primary contact person.
- By reducing duplication of evaluation, the transdisciplinary approach proves to be more cost effective than other team approaches.
- The transdisciplinary approach is applicable to teams in a wide variety of settings serving varying populations.

8. What is the role of the case manager?

The case manager, a team professional, acts as a "clearing house" for information about the individual. Responsibilities include representing the client during meetings (e.g., client program review, Child Study Team meeting); coordinating information regarding client participation in other programs (e.g., respite); and compiling, editing and reviewing transdisciplinary reports and updates. The case manager is the team liaison with the client and the family.

9. Who is responsible for the Individualized Education Plan?

The district Child Study Team must develop an IEP for your child. The IEP is the Individualized Education Plan which describes the student's educational program. Each classified student must have an IEP, reviewed annually. The local district must ensure that this occurs.

10. How does this program satisfy the IEP?

LADACIN Network staff help formulate and implement the second part of the IEP which details how the student's program meets the goals of the IEP. The district Child Study Team schedules an annual review to determine if the goals and objectives in the IEP remain current. The parent must remain in close contact with the members of the local Child Study Team and keep them informed of necessary changes and program requirements. Agency staff, usually the case manager, will attend the annual IEP review.

FACILITIES

The Schroth School and Adult Technical Education Center and the Lehmann School and Adult Technical Education Center feature fully air-conditioned facilities with barrier-free, fully accessible reception areas, administrative offices, classrooms and bathrooms. Nurses are on staff in each program facility.

Lighted exits are located in all rooms. Parking is available at each site.

All Residential facilities are also barrier-free and fully accessible. These facilities are located in community neighborhoods.

ATTENDANCE

Regular attendance in day programs is important. In case of absence or lateness, please notify the appropriate supervisor as soon as possible. The office is open from 7:30 a.m. to 6 p.m. daily. Attendance records are maintained for each person. Consistent absenteeism is brought to the attention of the Principal/Program Coordinator so that the transportation carrier and/or the local school district may be alerted. If a student or client is ill for a period longer than three days, the parent or adult client is requested to call the Program Nurse. The Nurse will contact the parent or adult client if the absence extends to three days. A doctor's note must be obtained before a student/client can be readmitted after an absence of three days or more according to the Agency Standing Orders.

LUNCH

A lunch program is available at each program location, supported through the Adult, School and Child Nutrition Programs. Each student/client participating in the Department of Agriculture program must have a completed application on file. Therapists may be on duty during lunch and provide assistance and instruction in feeding techniques, positioning and use of adaptive equipment.

TRANSPORTATION

Lift-equipped transportation is provided by the school district, the Agency or county special citizens programs. Clients transported by Agency vehicles should be ready when your ride arrives. Clients will be picked up at the curb. Drivers will wait five minutes for clients to board vehicles. Questions about transportation for the Adult Program should be referred to your Adult Program Coordinator. Questions about transportation for the School Program should be referred to your school district's transportation director.

COMMUNITY INTEGRATION

School and adult programs take full advantage of the resources of the surrounding communities. Trips coordinated with curricula are encouraged. Parent/guardian or client written permission must be obtained prior to leaving the program location. Parents/guardians are encouraged to participate in field trips.

CONFERENCES / MEETINGS

Conferences may be scheduled at any time at the request of the person served, parent, teacher, other instructional staff, or therapists, by contacting the Principal/Program Coordinator. Child Study Team conferences are scheduled at least annually for each student placed by public school districts. Division of Developmental Disabilities Individual Habilitation Plan/Individual Family Service Plan meetings for adults are held at least annually. Internal staffings (transdisciplinary meetings) are regularly scheduled by the team working with the student or adult client. See Open Door Policy in the admission packet.

EMERGENCY CLOSINGS AND/OR DELAYED OPENINGS

An instant alert system is maintained by the Agency to notify participants of emergency closings and delayed openings. In addition, you may consult the following in the event of inclement weather, other emergency closing or delayed opening:

WJLK 94.3 FM/WABD 1310 AM • WOBN 92.7 AM
NJ 101.5 WKXW-WBSS FM • FiOS1news.com • NJ101.5.com
www.njstormwatch.com • www.ladacin.org • News 12 New Jersey television

You may also call the Schroth Center at 732-493-5900 or the Lehmann Center at 732-905-7200 for an updated announcement regarding closing or delayed openings.

INCIDENT REPORTING

Any incident with potential for injury to a client or damage to property must be immediately reported to the Principal/Program Coordinator. The Program Coordinator will ensure that this incident is documented per Agency Policy. All reported incidents are reviewed by Administration, recorded, and, if necessary, receive direct follow-up.

BEHAVIOR

Any disruptive behavior on the part of students or clients is handled promptly in consultation with the Principal/Program Coordinator. No punitive measures or restraints are used. Clear explanation of the rules of behavior is stressed. Agency policy will be followed to address maladaptive behaviors. See Treatment of Maladaptive Behaviors Policy in the admission packet.

Teacher or Instructor: A person certified or experienced in special education who provides educational instruction, monitors the client's progress, coordinates the goals, objectives and activities of the Individualized Education Plan (IEP), the Individual Habilitation Plan (IHP) / Individual Service Plan (ISP) and the transdisciplinary plan.

Vocational Coordinator: A trained individual who develops, implements and coordinates vocational training components including food services, child care, computer/office skills, maintenance/custodial skills, micrographics, direct mail, and volunteer activities.

6. Does the individual still receive therapy?

Yes. Hands-on, individual therapy occurs with this model. A team works in tandem as professionals move from individual to individual ensuring that each person is developing and enhancing skills that have been introduced in an individual or small group situation. Team members demonstrate to each other how best to ensure accomplishment of objectives. Professional contact time as therapeutic intervention far exceeds the rigid limitation of time imposed by the medical model.

7. Implementation

The model is based on developmental principles. The transdisciplinary approach recognizes that the individual with developmental disabilities has not acquired a level of functional differentiation that makes individual assessment of cognition, speech, etc., a valid approach. The transdisciplinary approach recognizes the simultaneous and interactive aspects of development and emphasizes collective assessment and program development.

- The transdisciplinary approach maximizes professional resources by pooling expertise. A core group of professionals works consistently over time from the point of intake. Goals and objectives as established by the team may be implemented by transdisciplinary groups within the classroom, co-treatment with two or more professionals and one client, group treatment with one or more professionals and a group of clients, and individual treatment with one professional and one client.
- The transdisciplinary (TD) team is systematically trained in common principles and emerges with a clear understanding of the central themes of the represented disciplines.
- The TD team is free to forge new roles by crossing disciplinary lines, if necessary, to form a more cohesive group and efficient flow.
- Arena evaluations can simplify scheduling problems and reduce travel expenses.

Housing Representative: Residence Manager or designate who coordinates TD goals and objectives in the residential setting.

Life Skills Instructor: A trained teacher who implements a program of life experiences and activities which will enhance maximum growth potential of each individual.

Music Instructor: A person who enriches the program either on an individual basis or in a group by providing vocal and instrumental music instruction.

Nurse: A licensed professional who maintains the client's health records, coordinates medical information with the team including the physician, and assists in implementing the Individualized Education Plan and Individual Habilitation Plan. The nurse may also be involved in regular assessment of home health plans.

Occupational Therapist: A licensed registered therapist or certified assistant who works in the areas of self-help skills (dressing, grooming, feeding), fine motor and perceptual integration skills. The occupational therapist designs and may construct adaptive equipment to develop independence.

Personal Assistant: A paraprofessional who delivers scheduled personal assistance including assistance with meal preparation, feeding, dressing and personal hygiene, transportation, and money management under the direction of the person with physical disabilities. This individual may be a certified home health aide.

Physical Therapist: A licensed registered therapist or registered assistant who provides physical therapy to the individual as prescribed, and who instructs family and staff on identification and use of equipment, positioning and activities.

Physician: A pediatrician, internist, neurologist, orthopedist, urologist or other licensed medical specialist who participates in the diagnosis and development of a treatment plan for the individual.

Rehabilitation Technician: A trained professional who designs, develops and constructs adaptive equipment in consultation with team members to facilitate functional independence for the individual and to improve the quality of personal care by the family and personal assistant.

Social Worker: A trained counselor who compiles and provides the client with information regarding support services including counseling, community resources and advocacy.

Speech Therapist: A licensed or certificated therapist who provides speech therapy to the client and instructs family and staff on activities and materials including augmentative communication equipment.

BULLYING POLICY

The Agency prohibits acts of harassment, intimidation or bullying in accordance with N.J.S.A. 18A: 37-15(3)(6)(1). A safe and civil environment in school or program is necessary for individuals to learn. Harassment, intimidation or bullying is considered conduct that disrupts both a student's/client's ability to learn and a school program's ability to educate its students/clients in a safe environment. Staff and volunteers will lead by example by demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. See Harassment, Intimidation and Bullying Policy in the admissions packet.

GRIEVANCE POLICY

Clients/parents/guardians are informed of the Agency grievance procedure as part of the admission process. Any client/parent/guardian who has a concern about LADACIN Network's services, staff or facilities, is first encouraged to discuss the concern with the supervisor or case manager in an attempt to informally resolve the matter. Allegations of abuse, neglect or exploitation, misconduct, poor practice, or violation of clients' rights by LADACIN staff is to be reported to the program supervisor without delay. However, any client/parent/guardian who believes his/her rights have been violated has a right to follow the appeal procedure. Clients/parents/guardians may request at any time information regarding the steps outlined in the Client Grievance Policy PC-27 on how to file a grievance. LADACIN Network will not retaliate against any client/parent/guardian who files a grievance.

TRANSITION TO OTHER PROGRAMS

Conferences with the district Child Study Team or Division of Developmental Disabilities case manager/support coordinator, and the transdisciplinary team are requested at least one month prior to a change of program scheduled by the sending location. The individual served and parent/guardian are included in all recommendations. If a change in program is recommended by the school district, the Division of Developmental Disabilities or the parents, a written notification of the proposed change is requested. The Agency participates actively in the development of transitional Individual Educational Plans and Individual Habilitation/Service Plans. The Agency will assist in obtaining information and making referrals in order to facilitate transition to other programs.

RECORDS AND CONFIDENTIALITY

- All individuals have the right to confidentiality of personal information, including protected health information. The Agency abides by State and Federal regulations related to confidentiality of records, including the Family Educational Rights and Privacy Act of 1974 and the Health Insurance Portability and Accountability Act of 1996.

- Access to records is limited to Agency personnel who have assigned responsibility for the individual served.
- When a file is removed from its central location, the logbook and individual access sheet maintained at the central location will be completed.
- Parents and adult clients have the right of access to all of their records. An appointment must be made with the Principal/Director for access. Three working days notice may be required. The appropriate district Child Study Team must be notified that review of records has been requested. Parents/guardians or clients have access to the records only in the presence of the Principal/Director or designee. Copies of the file may be made available at \$1.00 per sheet.
- Authorized employees may have access to the files during working hours. The file may leave the central file area only after the logbook and access sheet have been signed and dated. No file may leave the Agency premises. All files must be returned to the central location at the end of the working day. All requests for records must be forwarded to the Executive Director. No records will be sent from program locations, support offices, or Agency residences.
- Consistent with the Family Educational Rights and Privacy Act of 1974, as amended, the Health Insurance Portability and Accountability Act (HIPAA) of 1996, and with N.J.S.A. 18a: 36-19; P.L. 94-142; N.J.A.C. 6:3-2, 1-6: 3-2.8, records that originate from another agency or institution will be released by the originating agency or institution. Authorized agencies also working with the client may have access to records with written authorization of the parent, guardian, adult client, or school district.
- All notations and reports in records must be signed and dated.
- When records are kept in multiple sites within the program location and/or at multiple locations within the Agency, the files will indicate the location of additional records.
- Privacy laws guide Agency use and disclosure of protected information.
- Student records are considered the property of the sending school district by Department of Education regulations. Original records will be returned upon discharge or termination of program as required. Only information on the original referral and on the database will be maintained for ten years.
- Adult client records are maintained for seven years; the records maintained may include:
 - a. Attendance
 - b. Application/enrollment agreement
 - c. Enrollment date/completion date
 - d. Transdisciplinary/Individual Habilitation Reports
 - e. Financial records
 - f. Medical records
 - g. Records of meetings attended by individual served, parent or guardian
 - h. Placement data (if applicable)

An arena evaluation typically involves the teacher, physical therapist, occupational therapist, speech therapist, nurse and social worker.

Goals and objectives as established may be implemented in a variety of ways including:

- * Transdisciplinary groups within the classroom.
- * Co-treatment with two or more professionals and one client.
- * Group treatment with one or more professionals and a group of clients.
- * Individual treatment with one professional and one client.

During the therapeutic lunch hour, the transdisciplinary team addresses feeding, oral motor function, positioning, adaptive equipment and communication needs. Daily transdisciplinary team meetings provide review of programs and individual progress.

5. Who is the team? The team may include:

Adapted Physical Education Teacher: A member of the team who provides developmentally appropriate physical education, who adapts, modifies or changes a physical activity so it is as appropriate for the person with a disability as it is for a person without a disability.

Art Teacher: A person who enriches the program of an individual or a group by providing art instruction.

Augmentative and Alternative Communication Specialist: A trained individual who has specialized training and experience in the area of augmentative and alternative communication. AAC Specialists provide evaluation and training services for individuals who present with severe expressive communication impairments.

Case Manager: A member of the team who is responsible for coordinating completion of assessment, monitoring program plan, progress, goals and objectives, facilitating communication among team, family and client, and ensuring timely completion of recommendations and objectives.

Client or Tenant: The individual and/or his/her family who participate in the evaluation, development of the transdisciplinary plan and accomplishment of goals and objectives as outlined in the TD report.

Child Care Instructor: A certified Early Childhood/Special Education teacher who instructs clients in child care and child development and supervises their training as aides in the Child Care Centers.

Food Service Instructor: A trained individual who is responsible for the instruction and practical work experience of clients in the food services vocational program.

We have adopted this philosophy as the most appropriate for working with people with multiple disabilities and their families.

3. What are the benefits to this approach?

The needs of an individual with multiple disabilities cannot be addressed unilaterally. For example, the best speech production can only be obtained when the client is positioned for maximum respiratory and motor functioning. The physical therapist and/or occupational therapist work with the speech therapist to position the client, and learns how to phrase directions so the client can use communication aids, manual or electronic.

When the team has evaluated the client and established goals and objectives, the entire team has the responsibility to implement the program. The goals are continuously shaping the program, not just for a scheduled therapy session, but for the entire day. Regular transdisciplinary team meetings provide review of program and individual progress, and utilization of adaptive equipment.

Communication with the home and home visits are valued and essential. The family, through the team of professionals, gains access to a wealth of resources and to multiple solutions. The staff is strengthened by the “team” atmosphere. A natural and productive support system develops among the professionals and the family. This philosophical process has been developed over many years and has resulted in effective achievement of goals leading to improved functional independence, academic achievement and vocational opportunities.

4. How does the transdisciplinary approach differ from the traditional medical model?

Many occupational and physical therapists are trained in what is called a “medical model.” Needs are determined by physicians and other medical professionals. Therapists work closely with the physician to meet short-term goals directed to acute care. Therapy is structured individually. Interdisciplinary communication between professionals is not consistent or planned.

In contrast, the transdisciplinary approach integrates therapy into the total program. The TD model addresses educational, therapeutic, social, medical and vocational needs in concert. The arena evaluation and joint program planning ensure that all team members are aware of the client’s abilities and goals for the stated time period. This requires careful planning and recognition of group dynamics. Professional staff time must include scheduled transdisciplinary meeting times, record keeping and ongoing communication.

COMMUNICABLE DISEASE POLICY

In recognition of the mission statement of the Agency, the civil and legal rights of persons with communicable diseases, and the civil and legal rights of employees and volunteers of the Agency, we reaffirm the rights of people with severe disabilities and multiple service needs and their families, to receive services designated to minimize the effects of their disabilities in the least restrictive environment.

Clients who are eligible for the services of this Agency will not be denied services because of communicable disease. Decisions concerning the provision of services will be made on an individual basis consistent with written procedures adopted by the Board of Trustees and consistent with state and federal regulations and guidelines.

Certain communicable diseases require exclusion from program. In order to reduce the risk of transmission of any infectious agent, return to program is contingent upon the adherence to specific conditions as outlined in the Agency’s Communicable Disease Policy and Standing Orders.

EVACUATION DRILLS

Emergency drills are held at least twice each month at each program location in accordance with funding sources. The evacuation plan for each location is posted at each exit. Arrangements have been made with Monmouth Medical Center, Community Medical Center, Monmouth Medical Center South, and Jersey Shore Medical Center for shelter in the event of an emergency.

CONFLICT OF INTEREST

Staff members must abide by Agency policies and procedures regarding conflict of interest. Staff members receive an Employee Handbook including information on conflict of interest regarding outside employment, acknowledgement of gifts, employment of family members and code of ethics. Members of the Board of Trustees must sign conflict of interest statements regarding their relationship with the Agency.

COMPLIANCE STATEMENT

LADACIN Network pledges full compliance with all the laws and regulations promoting the rights and responsibilities of people with disabilities, including the Americans with Disabilities Act (ADA). This Agency is in full compliance with Section 504, requiring accessibility to program; with IDEA, the Federal legislation pertaining to the full education of the disabled; with New Jersey statutes and the New Jersey Administrative Codes providing for the administration of schools and agencies for the disabled; and with rules and regulations imposed by funding agencies. These rules and regulations are accepted freely for the benefit of the people served.

II PROGRAMS AND SERVICES

PRIORITY FOR ADMISSION

Priority for admission is based on the Agency Admissions Policy and Procedure. The following criteria are used in determining order of admission:

1. Requirements imposed by funding agencies.
2. Date referral was received.
3. Team recommendations to administration based on arena evaluation and/or records review.
4. Emergency circumstances.

SCHROTH AND LEHMANN SCHOOL PROGRAMS

Full day classes are offered for youngsters with multiple disabilities, ages 3 – 21.

- Pre-School
- Elementary → Grades K - 2
- Intermediate → Grades 3 - 5
- Middle → Grades 6 - 8
- High School → Grades 9 - 12
- Transitional → Grades 12+

Services are delivered using the transdisciplinary approach and may include speech, occupational, and physical therapies, as well as instruction in art, music, adapted physical education and computers. Evaluations and training in assistive technology, including augmentative communication, seating and mobility, and computer access are also available.

Each student's program is individualized and based on his or her Individual Education Plan, which is developed in conjunction with the family and the district Child Study Team. Curriculum is consistent with the NJ Core Curriculum Standards and includes an emphasis on academic, readiness and pre-readiness skills, social skills, functional daily living skills, pre-vocational skills, communication skills, and fine and gross motor skills.

Admission to the Schroth and Lehmann Schools is requested by the public school district in which the child resides. Schroth and Lehmann Schools are private, not-for-profit schools approved by the New Jersey Department of Education as a placement option for children with multiple physical and developmental disabilities.

IV TRANSDISCIPLINARY APPROACH

LADACIN Network uses a **transdisciplinary team approach** to the evaluation of service needs and development of individual transdisciplinary services, programs and reports. These reports include goals, objectives and activities developed by the team, including the person served. The team approach encompasses the medical, educational, therapeutic, and social aspects of the individual's development.

1. What does Transdisciplinary Approach (TDA) mean?

The transdisciplinary approach is a framework for disciplinary team cooperation and comprehensive programming for individuals with special needs. This method acknowledges that no *single* discipline (e.g., occupational therapist, speech therapist, teacher) can evaluate, develop and maintain programs, and work with the family. It also recognizes that individual assessments of cognition, speech, etc., result in incomplete evaluations. A transdisciplinary team adheres to the following principles:

Role Extension: The formal and ongoing process whereby team members teach each other the theory and techniques of their disciplines.

Arena Evaluation: The process of assessment conducted simultaneously by specialists of varying disciplines.

Role Release: The process whereby the team constructs a single report and program plan as a joint effort; the team designates and trains a primary facilitator, the case manager, to coordinate the comprehensive plan that includes techniques beyond the training of his or her individual discipline.

2. Theoretical Approach

TDA originated in the early 1970s with the United Cerebral Palsy (UCP) National Collaborative Infant Project. TDA is viewed as the next step on the team concept continuum beginning with a unidisciplinary approach and continuing through multi and interdisciplinary approaches. Unlike the multidisciplinary approach, where professionals work alongside each other, and the interdisciplinary approach, where professionals cooperate by sharing results at a staffing, TDA allows professionals to work as a team from initial intake through assessment, program planning and implementation.

TDA is a deliberate pooling and exchange of information, knowledge and skills, crossing and recrossing traditional disciplinary boundaries by various team members. LADACIN Network recognizes the simultaneous and interactive aspects of child development and the fact that the interdisciplinary team approach used in assessing adults does not translate easily to a developmentally young population.

Child assessments are an ongoing part of the curriculum, and provide record-keeping tools to assist teachers with the maintenance and organization of child portfolios, individualized planning, and report production.

Preschool students also have access to Unique Learning System® Preschool Band allowing for supplemental materials to support interest areas.

Lehmann and Schroth School's Curriculum ages 6-21

The school curriculum for ages 6-21 is a web-based curriculum, Unique Learning System® (ULS). ULS is an award-winning, standards-based curriculum specifically designed so that students with special needs can access the general education curriculum. This personalized system allows for more time engaging students in valuable learning time by providing differentiated lesson materials, detailed lesson plans, standards alignments and evidence-based teaching strategies with data-driven results.

Middle school, high school and transition-aged students are in the ULS Transition Band with opportunities to explore their personal plan for adult living. The transition band's inventory feature helps educators guide students to their highest level of independence with future planning that meets real-world expectations for employment. Daily living needs and community awareness are also woven through the Transition Band.

The n2y GPS component of ULS provides an effective means to determine each student's current level of performance, develop Individualized Educational Plan (IEP) goals, and collect and evaluate data to define the next appropriate goal for each student. Administrators can manage faculty and students, monitor progress, customize reporting, and oversee implementation of ULS in LADACIN School Programs.

Differentiated materials in ULS provide a means of access to standards-based instruction for students with diverse learning needs. Given appropriate materials and adapted methods for instruction, all students participate in rigorous, daily classroom instruction.

ULS uses Instructional Targets to link academic content standards to special education materials and activities. Instructional Targets are aligned to state educational and transition standards. Monthly lesson plans and materials also address these critical skills in reading, writing, math, science and social studies with embedded transitional outcomes.

Child Care Services

Child Care is available through the Give and Take Child Care Centers at the Schroth Center for the children of employees, clients and the general public. The day care centers provide activities geared to the developmental levels of the children served. The curriculum for Give and Take Child Care is a state approved program, Creative Curriculum. Creative Curriculum is a comprehensive curriculum for 3 to 5 year old children addressing the four areas of development: social/emotional, physical, cognitive and language development. It is project-based and designed to foster the development of the whole child through teacher-led small and large group activities. The curriculum provides information on child development, working with families, and organizing the classroom around 11 interest areas. Child assessments are an ongoing part of the curriculum, and provide record-keeping tools to assist teachers with the maintenance and organization of child portfolios, individualized planning, and report production. Children with special needs are welcome.

SCHROTH AND LEHMANN ADULT CENTERS

Adult Day Programs provide educational, vocational, social, therapeutic and recreational opportunities in attractive, barrier-free environments for adults who have multiple physical disabilities. Vocational training possibilities include food service, computer/office skills, document scanning, maintenance/custodial skills and child care. Evaluation and training in the use of assistive technology is integrated into the programs. Transdisciplinary physical, occupational and speech/language therapy may be provided as components of a transdisciplinary approach to service delivery. Clients must be registered with the Division of Developmental Disabilities (DDD). Admission to the adult programs is by application, a process which can be initiated by the client, parent, physician, or social service agency, and a completed service profile for appropriateness.

The Access Programs provide post-secondary vocational training, job coaching, career development, technical training, comprehensive special education, vocational orientation, exploration and planning, support services and development of social, personal, therapeutic and independent living skills. The program enhances opportunities for achieving supported or competitive employment and volunteer activities. Goals include successful community living, enhanced daily living skills, and improved quality of employment and advancement opportunities. Access Unlimited provides employment for adults with physical and developmental disabilities who achieve their employment potential by acquiring and utilizing skills identified by the Agency transdisciplinary evaluations. Contracted services, completed in-house, are available to local firms.

Assistive Technology services provide an extensive library of updated electronic and mechanical augmentative communication equipment, computers, switches, and other assistive technology devices. Evaluation and training in augmentative communication and assistive technology devices are available in a transdisciplinary setting.

Diagnostic Clinics are coordinated with area doctors, consultants and hospitals to provide medical assessment and follow-up. Physiatry, nutrition, dental, wheelchair and orthotics clinics are conducted throughout the year. Parents/guardians are encouraged to attend their child's clinic appointment. It is helpful for the doctors and consultants to have parental/guardian input at the time of the clinic. In some instances, the student/client may not be seen without a parent/guardian in attendance.

Therapy Services in physical therapy, occupational therapy and speech therapy are provided through the transdisciplinary approach at all Agency day programs.

RESIDENTIAL SERVICES

Housing opportunities include group homes, supervised, supported and independent living apartments. The residences managed by LADACIN Network are designed for adults who have developmental and physical disabilities, and require assistance to achieve maximum possible independence.

Admission to residential programs is by application. Prospective tenants will have physical and developmental disabilities, including mobility impairment, and require support services such as personal assistance or home health aide services. An Agency application, service profile and records review are completed prior to acceptance. Tenants must also meet criteria established by the US Department of Housing and Urban Development (HUD) as defined by The Developmental Disabilities Assistance and Bill of Rights Act (42 U.S.C.6001(8)), and the NJ Division of Developmental Disabilities (DDD). No person shall be denied admission to a residence on the basis of race, creed, color, sex, national origin, duration of New Jersey residence or method of payment pursuant of the Civil Rights Act of 1965 (P.L. 88.352) and any amendments thereto. For more information regarding LADACIN's Residential Services please contact the Housing Administration Office at 732-493-5900.

Drug-Free Plan For Residences

Tenants and staff are educated on identification and reporting procedures related to the use or distribution of illegal drugs through tenant and staff meetings and close cooperation with the local authorities.

Personal Assistants offer client-directed assistance to maintain independent living to all tenants of residential facilities. These services may be provided by certified home health aides.

FAMILY SUPPORT AND RELATED SERVICES

Family Support provides families with respite options for individuals with developmental disabilities residing in their own homes who have been referred by Division of Developmental Disabilities (DDD) or Department of Children and Families (DCF). Saturday Respite and Time After Program provide care outside the home by trained, qualified, Personal Assistants (PAs) in an environment that is easily accessible, safe, culturally sensitive and individualized. The Self Hired Respite Program allows families of children up to age 21 who have hired their own Respite worker to be reimbursed by LADACIN Network.

Early Intervention Services enhance the capacity of families to meet the developmental and health related needs of their children aged birth to three years who have developmental delays or disabilities. Physical, occupational and speech therapies and special instructions may be provided in the home or other natural setting. Services promote collaborative partnerships among the family, community, service and health providers, schools, and child care programs to enable the family to develop and use lasting networks of natural support.

Targeted Evaluation Team is a multi-disciplinary team of professionals who complete developmental assessments on children referred to the Early Intervention Program to determine eligibility for EI services in Monmouth County.

III SCHOOL CURRICULUM

Lehmann and Schroth School's Preschool Curriculum

The school curriculum for the Schroth and Lehmann Preschool Programs is a state approved program, Creative Curriculum. Creative Curriculum is a comprehensive curriculum for 3 to 5 year old children addressing the four areas of development: social/emotional, physical, cognitive and language development. It is project-based and designed to foster the development of the whole child through teacher-led small and large group activities. The curriculum provides information on child development, working with families, and organizing the classroom around 11 interest areas.