Our Mission Statement

The mission of the Educational Services Commission of New Jersey is to provide state-wide excellence to students in partnership with New Jersey school districts, and coordinate cost efficient purchasing opportunities for educational institutions and municipalities to limit the tax burden on New Jersey residents.

The Educational Services Commission of New Jersey’s Board of Directors

The shared services we provide schools, businesses and municipalities would not be possible without the support and vision of our Board of Directors.

Dr. Dale G. Caldwell  President
Mr. Bill Petscavage  Vice President

Member Districts

| Belleville | Jackson | Pemberton |
| Berg County Technical Schools/Special Services | Jamesburg | Perth Amboy |
| Carteret | Metuchen | Piscataway |
| Clementon | Middlesex | Sayreville |
| Cranbury | Middlesex County Vo. Tech. | Somerset Hills |
| Dunellen | Milltown | South Amboy |
| East Brunswick | Monroe | South Brunswick |
| Edison | New Brunswick | South Plainfield |
| Highland Park | North Brunswick | South River |
| Holmdel | Old Bridge | Spotswood |
|                |            | Woodbridge |
Shared Services

The Educational Services Commission
of New Jersey

Leading The Way In Shared Services

Dr. Dale G. Caldwell
President, Board of Directors

Mr. Mark J. Finkelstein
Superintendent of Schools
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The Shared Services Resource Guide: 2019-2020 was created to further your understanding and appreciation of the benefits that come from participating in shared services opportunities with the Educational Services Commission of New Jersey (ESCNJ). If you have not yet engaged in any shared services opportunities, we trust the Shared Services Resource Guide 2019-2020 will help you recognize the many advantages entailed from participation.

The ESCNJ’s shared services are based on the needs identified by education, municipal and business officials. Ultimately, we all benefit from the cost savings inherent in the utilization of shared services, since the practice allows us to strengthen educational and support services for students, purchase equipment and commodities at lower costs, and reduce the tax impact on New Jersey homeowners.

The ESCNJ’s shared services include operating seven schools; managing a Department of Nonpublic School Services, offering specialized, auxiliary, and remedial Chapter 192 and 193 student services; a Coordinated Transportation Service, transporting approximately 12,000 special, general, public, non-public and vocational-technical students to and from nearly 300 schools across more than 2,100 bus routes, and a Co-op Pricing System, the largest in the state, helping more than 1,300 members purchase commodities ranging from natural gas and electricity, to vehicles, computers, gym flooring, security cameras and card access systems, playground equipment, custodial supplies, at reduced costs.

In addition, the Professional Conference Center is a newly-designed, state-of-the-art facility in the heart of Middlesex County. The new conference center affords teachers, administrators, and other professionals the ability to learn, grow, and collaborate in a modern, comfortable space. Dedicated to the belief that we are all life-long learners, ESCNJ supports school districts, colleges, universities, and other entities through an eclectic professional development catalog.

Our organization has experienced significant growth since its founding in December 1977, as the Middlesex County Educational Services Commission by the New Jersey State Board of Education. Expansion from a Middlesex County shared services provider, to a shared services provider which at that time offered services to 11 counties state-wide, resulted in our Board of Directors requesting a name change in 2005 to the Middlesex Regional Educational Services Commission. The name change request was unanimously approved by the State Board of Education. Further expansion led to a presence in all 21 counties, and the MRESC’s Board of Directors requested a name change to The Educational Services Commission of New Jersey in 2016, which was unanimously approved by the State Board of Education.

As you review the ESCNJ’s Shared Services Resource Guide, please do not hesitate to contact the individuals associated with the programs or services you are interested in, and reach out with any questions or additional information you may need.

Sincerely,

Dr. Dale G. Caldwell
Board President

Mark J. Finkelstein
Superintendent of Schools
The Educational Services Commission of New Jersey began as The Middlesex County Educational Services Commission in 1977, providing support services to a handful of Middlesex County school districts. By 2005, we had established shared services relationships with 75 school districts in 11 counties, prompting the board at that time to request and receive unanimous State Board of Education approval to change its name to The Middlesex Regional Educational Services Commission.

Further expansion led to a presence in all 21 counties, and the Middlesex Regional Educational Services Commission board at that time requested a name change to The Educational Services Commission of New Jersey (ESCNJ) in 2016, which was unanimously approved by the State Board of Education.

ESCNJ Highlights

• The Educational Services Commission of New Jersey is the state’s largest Educational Services Commission, providing shared services in all 21 counties including school districts, municipalities, state agencies, colleges, universities, housing authorities, libraries, fire districts and additional public entities.

• The ESCNJ includes seven schools for students ages 3-21 with autism, multiple disabilities, and at-risk behaviors, including one school with on-site clinical support.

• The Bright Beginnings Learning Center, Future Foundations Academy, Piscataway Regional Day School, and ESCNJ’s Central Office are all located on our Piscataway Campus at 1660 Stelton Road. The Academy Learning Center is at 145 Pergola Ave. in Monroe Township; the Center for Lifelong Learning is at 333 Cheesequake Road in Parlin, and the NuView Academy is at 1 Park Ave. in Piscataway.
ESCNJ Highlights

- Supports school districts state-wide through its Collaborative Educational Services (CES), to meet the needs of students with disabilities within their local school district as an alternative to costly private special education schools.
- Manages the state’s largest Co-op Pricing System with more than 1,300 members, saving millions of taxpayer dollars in purchases including: electricity; natural gas; internet access; telecommunications; assorted technology products; grounds and maintenance equipment; furniture; security cameras and card access systems; carpet, flooring, custodial supplies and more.
- Operates a Coordinated Transportation System, providing safe and efficient transportation services state-wide for over 12,000 students.
- Presents opportunities for higher functioning classified students to acquire the skills required for employment and independent living.
- Offers free Tax-Exempt Lease Purchase Financing programs to qualified Co-op Pricing System members.
- Provides specialized, auxiliary, and remedial Chapter 192 and 193 services to eligible students through its Department of Non-public School Services.
- Operates a Professional Conference Center, offering workshops that meet or exceed established federal, state, and professional guidelines.
- Operates an Administrative Search Service helping Boards of Education identify talented Superintendents, Business, and Special Education Administrators.
- Provides impartial assessments and recommendations to schools and state agencies through its Technology Consulting Service.
- Reinforces independent living skills through Pathways to Adult Living (PAL), a program for 18-21 year-old classified students who have completed their high school requirements.
- Provides services to individuals 21 and older through the Adult Community Services (ACS) program giving them hands-on experience that can transfer to the real-world opportunities.
- Collaborates with school districts through its Itinerant Services For Deaf & Hard of Hearing, helping families and state agencies support deaf and hard of hearing students.
- Administers a Special Education Department Review Service for public school districts and charter schools to ensure compliance with all state and federal laws and regulations.
- Operates the Turning Point Academy (TPA) which includes facilitating academic and behavior management services for youth secured within The Middlesex County Juvenile Detention Center.
- Runs the ESCNJ Aquatics & Fitness Center, which is open to the public, located in the Center for Lifelong Learning.
Due to increased enrollments, fluctuations in state aid, state mandated services and other economic factors, the pressure on school districts to offer increasingly comprehensive special and general education services, despite budgetary constraints has been particularly acute. Municipalities have also experienced less than anticipated tax revenues and state assistance. Consequently, more school districts and municipalities have turned to the ESCNJ to maintain quality services for students and taxpayers. As a result, the ESCNJ has evolved from providing shared services to several Middlesex County school districts in 1977, to the largest Educational Services Commission in the state. The ESCNJ’s support of school districts, colleges, universities, and municipalities in all 21 New Jersey counties, saves millions of dollars for taxpayers each year.

**BENEFITING SCHOOLS AND TAXPAYERS**

The ESCNJ has embraced an entrepreneurial approach in meeting its shared services responsibilities — quickly filling voids which may exist in some districts — so constituents can provide quality programs and services. The ESCNJ is also a member of the Association of Educational Purchasing Agencies (AEPA), a national association of Educational Purchasing. Entities whose funding is dependent on New Jersey state taxes and have shared services relationships with the ESCNJ, significantly limit their expenses without sacrificing the quality of their programs and services. By the same token, organizations that have not explored the advantages of shared services are missing an opportunity to best serve New Jersey students, government agencies and taxpayers.

**SHARED SERVICES OVER THE YEARS**

Historically, participation in shared services has been encouraged through New Jersey statutes governing public education. In 1950, “county audiovisual aid centers” were established as a shared service for various districts. Throughout the 1960s and early 1970s, provisions authorizing educational services and jointure commissions, and participation in “interlocal and regional service agreements,” were created to encourage schools and municipalities to combine resources and share services, as opposed to independently recreating options that already existed.

Some districts have established shared services agreements, particularly in the area of student transportation; however, the practice has not come close to reaching its potential. The study, *Shared Services In School Districts: Policies, Practices and Recommendations*, published by the Rutgers-Newark Institute on Education Law and Policy, and funded by the New Jersey School Boards Association found the main factors for underutilization of shared services were:

- The perception that “home rule,” the right to govern one’s own district independently, would be compromised through shared services.
- Extreme sensitivity to the political ramifications of spending tax dollars for services outside of the local community.
Meanwhile a genuine, albeit unfounded, belief of some school districts and parents that costly private special education schools translate into superior special education, has led to some spectacularly expensive public/private special education collaborations. One need only examine tuitions rates, the highest special education expense, to discover the vast amount of funds saved by sending special education students to ESCNJ schools. With approximately 710 students enrolled in our special education schools, districts realized tuition savings of approximately $18.6 million for FY 19 when compared with private special education schools. The figures are even more pronounced when one figures in the transportation costs of busing students 45-60 minutes from their home district to a private school, and participation in our Co-op Pricing System.

**SPECIAL EDUCATION TUITION SAVINGS**

Based on figures from the NJDOE’s Division of Administration and Finance, savings to districts using ESCNJ’s various Special Education services to support students with autism, multiple and behavioral disabilities, intensive/behavioral and preschool disabilities are as follows:

<table>
<thead>
<tr>
<th>YEAR SAVINGS</th>
<th>YEAR SAVINGS</th>
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<tbody>
<tr>
<td>FY08: $14.8 M</td>
<td>FY12: $20.1 M</td>
<td>FY16: $23.8 M</td>
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<td>FY09: $12.9 M</td>
<td>FY13: $21.2 M</td>
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<td>FY14: $20.0 M</td>
<td>FY18: $17.2 M</td>
</tr>
<tr>
<td>FY11: $19.1 M</td>
<td>FY15: $23.3 M</td>
<td>FY19: $18.6 M</td>
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**How savings are achieved:**

- Districts do not staff Special Education programs
- Districts school facilities are not used, freeing up existing space for classrooms and offices

**COOPERATIVE BIDDING**

Since volume drives down prices, all public agencies benefit from working together to save taxpayer dollars through cooperative purchasing. The ESCNJ Co-op Pricing System was established in 1994 to facilitate cooperative purchasing, and help schools and other public agencies (municipalities, housing authorities, etc.), save taxpayer dollars on equipment and services ranging from: grounds and maintenance equipment; security cameras; school buses; card access systems; carpeting and flooring; office supplies, and commodities like electricity and natural gas.

Over 1,300 school districts and state agencies, representing all 21 counties in New Jersey, have saved millions of dollars in equipment, services and commodities as members of the ESCNJ’s Co-op Pricing System. Recent examples include:

- A savings of $49 million in FY 2018-2019 on purchases from CDW-G, a leading provider of integrated information technology solutions
- Aggregate savings on electricity of $23.5 million from 2009-2019
- Aggregate savings on natural gas of approximately $15.8 million from 2012-2019

Co-op Pricing members also save time and money utilizing the ESCNJ bid awards (assuring compliance with state laws). A state approved program, the Co-op Pricing System is the largest of its kind in New Jersey, and there is no fee to join.
COORDINATED TRANSPORTATION MANAGEMENT SERVICES

The ESCNJ transports over 12,000 students state-wide; operates nearly 2,200 routes about 300 schools (special, public, charter, non-public and vocational-technical), in ten counties, saving approximately $22 million in transportation costs from 2012-2019.

How savings are achieved

The ESCNJ works with approximately 130 transportation companies. Districts with ESCNJ shared services transportation contracts are relieved of management responsibilities, state reporting, field trips and athletic team transportation.

BENEFITS FROM OTHER PROGRAMS AND SERVICES

NJDOE Collaboration

As part of the management of the NJDOE’s New Jersey Digital Readiness for Learning and Assessment Project, the ESCNJ worked cooperatively to help more than 700 schools save $260 million in increased high-speed bandwidth charges in 2015-2019. That’s enough money to keep 500 teachers in New Jersey classrooms.

Department of Non-public School Services (Chapter 192/193, Non-public Nursing, Title 1, IDEA-B, Non-public ARRA)

The ESCNJ meets district responsibilities to offer specific, auxiliary and remedial services to eligible students attending non-public schools. Savings are achieved because districts do not require staff to manage programs. Additional savings are realized from the ESCNJ’s management of the district’s Non-public Textbook program.

Collaborative Educational Services

The ESCNJ’s Collaborative Educational Services (CES), establishes and implements classes for students with severe disabilities within their local districts. Savings are realized because districts do not have to transport and educate students in costly private special education schools.

Itinerant Services

Itinerant services support district personnel efforts to create positive learning communities that help students realize their highest potential. Savings are achieved because the ESCNJ rates are 20 to 30 percent lower than private contractors.
ADDITIONAL SHARED SERVICES OPPORTUNITIES

• Public Home Instruction
• CBI (Community-based Instruction)
• Technology Consulting Services
• Charter School Services
• Speech, Child Study, Occupational and Physical Therapy Services
• Partial Hospitalization and Interim Instructional Programs
• Partnerships for Children with Hearing Loss
• Special Projects
The ESCNJ encourages you to review the following shared services and welcomes the opportunity to create additional services state-wide to provide quality education and limit the tax impact on New Jersey homeowners.
Most people would agree that the primary goals when working with Special Needs Students is helping facilitate their ability to realize their fullest potential so they (a) live responsible, productive lives (b) achieve some measure of appropriate independence, and (c) can contribute to the communities in which they live. The Educational Services Commission of New Jersey meets these goals through the delivery of engaging, relevant, research based special education programs, aligned with the New Jersey Department of Educational Student Learning Standards.

Implementing special education programs is always challenging, and requires a great deal of expertise and instructional support to identify the best approach for students in conjunction with their Individualized Education Program (IEP). The integration of shared services for public, non-public and charter schools helps leverage instructional, therapeutic, and programmatic expertise, resulting in measurable, quality outcomes for students.

The ESCNJ tailors its shared services to meet the educational requirements and budgetary constraints of districts requesting our services. Our special education programs are fully compliant with federal government Least Restrictive Environment standards, and are designed to accommodate full-time, shared-time, collaborative, partnership, Local Educational Agency (LEA) and self-contained students. Moreover, the ESCNJ is always receptive to piloting new models to meet student and constituent needs.

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The primary tuition-based special education programs operated by the ESCNJ are the Program for Students with Autism, the Program for Students with Multiple Disabilities, and Programs for Students with Behavioral, Learning and/or Language Disabilities and Cognitive Impairment. Enrollment is open to students ages 3-21, and include extended year summer school. Our certified educators, staff and classroom aides are experienced practitioners, many with over 20 years experience in the field. The overriding philosophy in working with our students is to help them develop the necessary life skills to reach their fullest potential, so they can lead productive, independent lives to the greatest extent possible.

According to The Centers for Disease Control and Prevention (CDC), the national public health institute of the United States, the definitive cause of autism remains unknown. As a result, the Program for Students with Autism is continually evolving due to its complexity and new discoveries.

The range in degree of how autism impacts people prompted clinicians to develop the “autism spectrum” since some people are mildly impaired, while others are severely disabled.
The Program for Students with Autism is based on the principles of Applied Behavior Analysis and/or Verbal Behavior. The intensive and individualized program is provided for students in a 2:1 student to faculty/staff ratio. The program integrates the resources of the school, family, and community to maximize student independence and potential for lifelong learning. School staff also assist resident districts in providing a smooth transition for students to inclusive education and post graduation vocational placements. The instructional program for autism adheres to New Jersey Student Learning Standards.

**Instructional program components:**
- Small and Large Group Instruction
- Academic programs, including literacy, language arts, communication, music and art
- Functional Academic Skills
- Consumer Skills
- Community-based Instruction

**Related services include:**
- Speech/Language Therapy
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- Augmentative/Assistive Communication

In addition, the ESCNJ offers social skills, health and physical education training, and opportunities to participate in Parent/Sibling Workshops to better understand how to relate to people with autism.

The ESCNJ’s Program for Students With Multiple Disabilities includes students categorized under the Individuals with Disabilities Education Act (IDEA), whose combination of disabilities may include: speech, physical mobility, learning, cognitive impairments, Cerebral Palsy, visual and hearing impairment, brain injury, and behavior management issues. Studies suggest that for about 75 percent of children with severe intellectual impairment, there is a biological cause which is a prenatal bio-medical factor. In other cases, gene or chromosome abnormalities are cited as the genetic factor. Like students with autism, the academic abilities of multiply disabled students can vary widely.

The Program for Students with Multiple Disabilities is based on the principles of Applied Behavior Analysis and/or Verbal Behavior, with intensive and individualized programs for students in a 3:1 student to faculty/staff ratio. The focus is on the development of independent functional skills in language, academic, social and vocational areas. Student disabilities range from moderate to severe and include the areas of Cognitive, Neurological, Medical and Orthopedic disabilities.

The programs for students with behavioral, learning and language disabilities and cognitive impairment, are offered in a “school within a school” design, divided into Elementary, Middle and Upper Communities. The programs provide an environment that enables students to achieve individualized academic excellence, manage their behavior and enhance their self-esteem.
INSTRUCTIONAL ELEMENTARY COMMUNITY PROGRAM COMPONENTS (GRADES K-4)

INSTRUCTIONAL MIDDLE COMMUNITY PROGRAM COMPONENTS (GRADES 5-8)

INSTRUCTIONAL UPPER COMMUNITY PROGRAM COMPONENTS (GRADES 9-12)

Related Services:
Academic skill building is addressed through a concentration on small group instruction and related services based on the student’s IEP. The curriculum is more functional than traditional by relating course work to the life skills necessary for daily living.

As students progress through the program, Post-Secondary Transition Planning such as Job Sampling and Work Study opportunities are provided in alignment with an assessment of student preferences and abilities.

Specialized program components include:
- Functional academic skills
- Applied behavior analysis principles
- Adapted physical education
- Visual and performing arts instruction
- Dysphasia intervention
- Seizure management
- Adaptive Equipment Assessment
- Community-based Instruction
- Interactive technology for student use
- Occupational physical and speech therapy
A New Jersey Department of Education approved service, our on-site clinical support service is a collaboration between the ESCNJ and Rutgers Behavioral Health Care (RBHC). The partnership has resulted in an exemplary educational and on-site clinical support program for student’s ages 5-21 who function at or near grade level, yet require more clinical intervention and supervision than offered in traditional educational settings due to severe behavioral challenges.

The NuView Academy (NVA) established in 2000, is committed to addressing student’s emotional and behavioral challenges, academic needs, strengthening their sense of individual responsibility, and when appropriate, returning them to their home school district. The educational program is administered by NuView staff, and the RBHC staff administers the psychiatric and therapeutic components to further support student instruction.

**The Academic Program/Curriculum includes:**

- English/Language Arts
- Technology/Hybrid Learning
- Social Studies
- Visual Arts
- Mathematics/Science
- 21st Century Life & Careers
- Health & Physical Education

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Student exposure to technology is based on the hybrid learning methodology, a blend of digital learning and face-to-face instruction for a more personalized and relevant academic experience. Each student receives a Google Chromebook and other digital resources to use during the day under teacher’s supervision. Additionally, students receives significant instructional time working with NAO Robots to learn computer coding skills.

**CLINICAL SUPPORT SERVICES**

The psychiatric and therapeutic components include a functional student behavioral assessment. The assessment is conducted by a psychiatrist, psychologists, professional clinical counselor and licensed social worker who design an effective treatment and support plan.

The Middle/High School Community students also receive 21st Century Life, Career Planning and World Language (Spanish), courses, in addition to Community-based Instruction (CBI). The CBI program includes job sampling opportunities with community employers, resume writing and interviewing techniques. The life skills necessary for independent living, such as using public transportation, grocery shopping, banking and crossing streets safely, are also part of the CBI curriculum.

Additional Program Goals and objectives include:

- Individual/small group counseling and family therapy
- A positive behavior management system
- Ongoing communication with local child study team, interdisciplinary treatment and team meetings
- Increased understanding of prescribed medications
CHILDREN’S SPECIALIZED HOSPITAL PATIENT EDUCATIONAL INSTRUCTION PROGRAM

The ESCNJ serves as the educational services provider for students who are patients at Children’s Specialized Hospital in New Brunswick. ESCNJ administrators and faculty work collaboratively with their respective Children’s Specialized Hospital personnel to ensure the provision of an effective, high quality educational program.

The major goal of the ESCNJ Patient Educational Instruction Program is to address the individualized educational needs of patients at Children’s Specialized Hospital to enable them to keep pace, to the greatest extent possible, with instruction being provided at their resident district school. Carefully planned accommodations and programming are implemented in those instances where students have demonstrated a level of regression in their academic performances due to the severity of their medical conditions.

The ESCNJ provides an on-site Coordinator/Lead Teacher to provide daily supervision of activities, while additional ESCNJ staff oversee the implementation of program components including:

- Contact with parents/guardians and resident school districts
- Ongoing communication with Children’s Specialized Hospital staff
- Participation in educational planning meetings
- Preparation of detailed progress reports

EXTENDED SCHOOL YEAR FULL DAY SUMMER PROGRAM

The ESCNJ offers a comprehensive summer program with a range of educational, enrichment and recreational activities. The summer program is IEP-based to reinforce information previously learned, avoid regression, and ensure students are academically and behaviorally prepared for the new school year.

While the ESCNJ’s Summer Programs account for some degree of seasonal adjustment, students are expected to attend classes on time, complete homework assignments, dress appropriately and maintain respectful behavior. Additionally, students who incur more than two absences are dismissed or denied credit, and no absences are permitted for the mandatory Health Course.

All students receive final grades upon completion of the summer program.
The Department of Non-public and Charter School Services provides support in accordance with Public Law 192-193, passed by the New Jersey State Legislature in 1977 requiring public school districts to provide specific auxiliary and remedial services to eligible students. The department assumed responsibility to provide services to Charter Schools as they grew into prominence in the mid-1990s. In addition, The Department of Non-public Schools and Charter School Services, which serves approximately 4,000 students throughout New Jersey, manages programs that are periodically made available through the federal government’s Individuals With Disabilities Education Act (IDEA).

Employees and consultants are fully certified and professionally prepared in their field of study. Staff members regularly participate in professional development training to strengthen their skills and share best practices with colleagues to ensure quality education for students.

To be eligible for services, students must meet the following requirements:

- Enrolled full-time in a non-public elementary, secondary or Charter school, grades K-12, in New Jersey
- Be between the ages of 5 and 20 for Chapter 192 services, or 5 and 21 for Chapter 193 services
- Meet the criteria for eligibility for the specific service(s) as determined by law, code and/or regulations
- Parents/guardians have given written consent as required yearly
CHAPTER 192 SERVICES
• Compensatory Education
• Speech-Language
• Home Instruction

CHAPTER 193 SERVICES
• Child Study Team Assessment
• Speech-Language
• Supplementary Instruction

CHARTER SCHOOL SERVICES
The ESCNJ provides support for Charter Schools in accordance with the applicable New Jersey Statute, State Board of Education regulations and the policies of the Board of Directors of the Educational Services Commission of New Jersey.

Available Services Include:
• Speech, Occupational & Physical Therapy
• Comprehensive Child Study Team Services
• Applied Behavior Analysis Consultations
• Community-based Instructional Services
• Accredited Professional Development Academy
• Title I Services

IDEA PART B SERVICES:
For children and youth (ages 3-21) requiring special education, services include:
• Purchase of educational materials and professional development appropriate to student needs
• Counseling, occupational therapy and/or physical therapy appropriate to student needs
• In class support programs based on the students’ Individualized Services Plan
• Instructional aides for classified students identified as requiring such services

Please note: The services are not all inclusive, and additional services that fall within the IDEA-Part B guidelines can be developed

TEXTBOOK PROGRAM
Textbook services for use by full-time, non-public school students in grades K-12 include: collating textbook order forms; initiating the price verification process; establishing designated purchase order numbers for each school; issuing purchase orders; monitoring non-public accounts; processing payments and paying for completed orders.

TECHNOLOGY PROGRAM
Services to meet the technology needs of non-public schools; includes equipment and software for: collating of order forms, preparing/issuing purchase orders; processing payments for all completed orders and arranging for delivery of orders to schools. Disposition of all equipment purchased must be done in accordance with the provisions of the Public School Contracts Law. Eligibility for this program is determined on a yearly basis.
THERAPEUTIC SERVICES

The Therapeutic Services program provides examination and classification services that identify a student’s educational handicap and prescribe an IEP. A student is eligible for these services when he or she exhibits a persistent or significant physical, emotional, communication, cognitive or social problem that may be the manifestation of an educational handicap.

An interdisciplinary team that includes a learning disabilities teacher-consultant, school psychologist, school social worker, and a medical doctor conduct individual diagnostic evaluations. The interdisciplinary process includes, but is not limited to, student observation, information from the student’s parent/guardian and classroom teachers, and individual team testing. In some cases, the child study team may recommend an IEP for the student. This service also includes annual reviews and periodic evaluations of students previously classified and receiving either speech correction and/or supplementary instruction.

SPEECH–LANGUAGE

Under Chapter 193, the Department of Non-public School Services provides speech/language services to students identified as having a language, articulation, voice or fluency disorder. The student may be identified and referred by the parent/guardian or by a classroom teacher.

Based on a Services Plan outlining annual goals and objectives, a speech language specialist implements the educational program. Individualized instruction is provided to groups no larger than five students.

COUNTY DIAGNOSTIC EDUCATIONAL CONSULTANTS

The County Diagnostic Educational Consultants (CDEC) is a single source for a range of diagnostic services that are particularly helpful in districts with limited personnel and resources. The CDEC is flexible regarding the scheduling of services, and can accommodate emergency or short-notice requests. All CDEC consultants are New Jersey Department of Education approved, state-certified employees.

CDEC services are available on site and include:

- Augmentative Communication Evaluation
- Bilingual Services
- Child Study Team Services
- Learning Disability Teacher Consultant Services
- Occupational Therapy Evaluations
- Psychiatric Services
- Psychological Services
- Physical Therapy Evaluations
- School Social Worker Consultant Services
- Speech-Language Services
The Collaborative Educational Services program (CES), was established so school districts could offer a comprehensive range of services in district, including full-time, shared-time, collaborative, partnership, Local Educational Agency (LEA) and self-contained programs. Through CES, students classified as Autistic, Multiply Disabled, or Preschool Disabled receive the mandated programs and services required in their neighborhood school from fully certified and professionally trained ESCNJ staff. The CES programs also prepare students for inclusion within the general education classroom.

Partnering with CES helps districts not only significantly reduce special education tuition and consultative expenses, but also lowers transportation costs, since long bus rides to out of district private special education schools and related services are eliminated. In addition, a wide range of Child Study Team services, including comprehensive evaluations, IEP development, testing, scoring, and student observations are offered.

CES can be customized to meet the specific needs of a district, and is particularly useful when limited resources or low incidence needs make it impractical to create comprehensive programs and/or hire more professional staff.

**CES PROGRAM OFFERINGS INCLUDE:**

- **The Program for Students with Autism**, based on the principles of Applied Behavior Analysis, and includes Discrete Trial Teaching and a 2:1 student to classroom staff ratio
- **The program for multiply disabled students** focuses on the development of independent functional skills in language, academic, social and vocational areas and offers small and large group instruction, medical monitoring and seizure management
- **The program for students with preschool disabilities** focuses on specialized classroom-based instruction along with family support intervention for students with developmental delays
- **The program for At-Risk Adolescents** is designed to help students complete their middle and high school requirements in supportive, individualized learning environments. This service provides specialized instructional approaches, supportive services, and opportunities for individualized self-pacing so students develop responsible patterns of behavior leading to the fulfillment of their IEP
- **The program for students with behavioral disorders** supports students with severe symptoms or diagnoses of Depression, Attention Deficit/Hyperactivity Disorder, Conduct and Thought or Anxiety Disorders
- **The program for independent living** helps students make successful transitions from school to adult life. Assistance ranges from employment, job shadowing, internships, college education and vocational training

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Preparing students for independent living to the fullest extent possible is accomplished through Community-based Instruction (CBI). For over two decades, the ESCNJ has operated a robust CBI program based on the belief that despite certain cognitive disabilities or impairments, Special Needs Students can and should be integrated into the work life of their community.

Currently under the CES umbrella, CBI is a research-based instructional methodology, which includes sustained and repeated instruction that takes place in the workplace and is reinforced in the classroom. For some students, participation in CBI begins as early as middle school, and is considered integral to instilling students with the life skills necessary to make the post-21 transition as comfortable and productive as possible. The CBI program meets several New Jersey Department of Education Student Learning Standards for 21st Century Life & Careers, including “career awareness,” and “personal financial literacy.”

Community-based Instruction includes teaching students employment-related skills like resume writing and interviewing techniques. Job sampling participation provides CBI students with an opportunity to identify job preferences, helps staff assess student strengths in different environments, provides a vehicle for employers to integrate special needs people into their workforce, and serves as a window through which the community can observe Special Needs Students engaged in productive activities. Student participation ranges from packing groceries in supermarkets and placing items on department store shelves, to sorting clothes in laundromats.

Another component of CBI is helping students gain the life skills necessary for independent living to the greatest extent possible. Activities include: using public transportation; making bank deposits; purchasing items in a department store; anxiety management strategies; joining

Construction of a 50,000 square foot addition to help greater numbers of higher functioning classified students transition to independent living through our CBI program has been completed as of August 2019.

In addition to the participation of full-time ESCNJ students, shared time arrangements are available to students attending their home school district. Technical assistance for establishing a CBI program is also available to school districts.
conversations appropriately; coping with crowds; safely crossing the street; wheelchair accessibility issues and interacting with others in public settings. Students also learn small and large group socialization skills and behavior management techniques by eating in restaurants, going bowling and visiting movie theaters.

Furthermore, given the statistical evidence of people with disabilities being exploited at alarmingly higher rates than the rest of the population, students learn safety skills such as how to respond when offered a ride by a stranger, recognizing potentially abusive encounters and methods for protecting themselves by learning how, when and who to ask for help. Students also learn practical skills like finding restrooms in stores, or how to respond to a fire alarm.

A critical component for a successful CBI program is establishing relationships with area employers. The CBI staff members address any concerns employers may have about program participation, and emphasize the community service benefit they are providing. Participants in the CBI program include: Robert Wood Johnson Hospital; Rutgers University; Shop Rite; Pathmark; Sam’s Club; Target; Marshall’s; Lowe’s; Burger King; TJ Maxx; Parker House Assisted Living; Elijah’s Promise; PetSmart; the Franklin Township Food Bank; Woody’s Café located at UMDNJ (Rutgers) Medical School and the U.S. Postal Service.
HOME/OUT-OF-SCHOOL INSTRUCTION

A student can receive individual Home Instruction in lieu of in-school classroom instruction if he or she has a medical determination stating that illness or injury prevents the student from attending school for at least 10 school days. ESCNJ faculty members are New Jersey Department of Education approved, state certified employees with Home Instruction experience. ESCNJ-trained consultants are also available to work with students whose primary language is not English. The ESCNJ may provide services in districts where limited personnel resources are available, as well as in areas where low incident needs make it impractical for districts to hire specialized personnel.

The Home Instruction program meets the requirements of the District Board of Education for promotion and graduation, and minimum time requirements determined by the State Board of Education. Instruction begins within five school days after eligibility has been determined, and is provided for a minimum of five hours per week in no fewer than three visits on at least three separate days.

Program Criteria

Instruction is provided at the student’s place of confinement by a board approved certified teacher. Instruction is also provided to students unable to attend in-school classes due to administrative action.

Servicing Students with Disabilities

A classified student may have his or her IEP implemented through one-to-one instruction at home or in another setting when no other program option is appropriate. Instruction is provided for no less than 10 hours per week for students confined to a hospital, convalescent home or other medical facility.

Please Note:

Instruction may be provided for up to 60 calendar days in a school year. This period may be extended via referral according to NJAC 6A:14 for determination by the child study team of eligibility for special education and/or related services.

ITINERANT SERVICES FOR STUDENTS WITH HEARING LOSS

The focus of this program is to collaborate with resident school districts, families and state agencies to create positive learning communities that enable children who are deaf or hard of hearing to realize their highest potential. Various supports are provided through the utilization of certified Teachers of the Deaf and Hard-of-Hearing whose expertise is in helping meet the unique communication needs of students with hearing loss.
TRANSITION PLANNING

The Collaborative Educational Services (CES) offers a “transition planning” roadmap for students, family and school staff to support the transition of students from out of district, back to their home school district, and to help students move into independent living to the greatest extent possible.

Services include:

• Monitor and recommend short and long term goal modifications
• Help determine expansion or contraction of student placement decisions
• Provide faculty and staff with professional development in such areas as adapting lessons, behavioral planning and peer support
• Develop transportation management skills so students can safely access public transportation
• Review data pertaining to behavioral and therapeutic support, social integration, and disbursement of medication
• A free Transition Fair with over 15 agencies to provide relevant information to parents
• A free Transitions Workshop open to faculty, staff and parents

PATHWAYS TO ADULT LIVING

The Pathways to Adult Living (PAL) program is for students 18-21 years old who have completed their high school academic requirements, yet would benefit from additional Community-based Instruction. Supervised by certified Structured Learning Experience (SLE) faculty, students meet at a new storefront in Sayreville. Time for technology infused, functional academic work, and reinforcing daily living skills like cleaning, painting, making beds, and safe use of microwave ovens, washing machines, vacuum cleaners, etc. is also included. Students also participate in job sampling and internships with approximately 75 employers including Rutgers, Robert Wood Johnson Hospital, ShopRite, Elijah’s Promise, and Lowe’s. Training in the use of public transportation is included, and parents can access ESCNJ support when interacting with adult service providers.

ADULT COMMUNITY SERVICES

The Adult Community Services (ACS) is a program that offers individuals 21 and over an opportunity to strive for independence by helping to develop their social, emotional and life skills.

To explore individuals’ interests, the program offers opportunities to participate in community inclusion and pre-vocational learning experiences. Hands-on experience that can be transferred to real-world opportunities is a cornerstone of the program to bridge the gap between school and adulthood.

Program components include:

• Development of skills for social, physical, emotional and habilitative growth
• Volunteer and/or job sampling opportunities.
• A media center, gymnasium/cafeteria, outdoor recreation areas and a kitchen/cafeteria
The Professional Conference Center (PCC) provides professional development opportunities for educators state-wide. The PCC offers a menu of special and general education workshops designed to support advances in the delivery of education and give colleagues a chance to share best practices.

Located on the ESCNJ’s Piscataway Campus, the PCC is known for using well-regarded professionals with great expertise and the ability to engage participants. The PCC also offers on-site programs, technical assistance and an online library of webinars.

Examples of recent PCC workshops targeted to special education include:

- Visual Strategies for Special Needs Students
- iPad Apps for Students with special needs
- Crisis Intervention: Beyond Restraint & Seclusion
- Transportation and the special needs student
- Best Practices in Transition Planning
- Oral Motor and Feeding Therapies

Examples of recent PCC workshops targeted to general education include:

- Differentiating Instruction with Technology
- The bully-proof classroom
- Positive action plans every teacher can create
- App guide to language and literacy
- Interactive Whiteboard Training
- Wilson Reading Certification

All Professional Conference Center offerings meet federal, state and professional staff development guidelines. Public, non-public and charter schools are encouraged to become PCC Subscription Members for convenience and cost savings.

CRISIS PREVENTION TRAINING

Some Special Needs Students have a limited capacity to articulate what is causing them distress. Consequently, it is imperative for staff to have the training necessary to recognize and address unacceptable behavior before it escalate into a screaming match or physical confrontation.

Crisis Prevention training, taught by “Certified Trainers” who have attended the international Crisis Prevention Institute, provide staff with strategies for diffusing situations before they escalate into more volatile behavior.
The ESCNJ’s Coordinated Transportation Services are dedicated to honoring the law that special education students have the right to appropriate transportation to and from school based on the Education for All Handicapped Children Act of 1975, and the Individuals with Disabilities Education Act of 1990 (IDEA), in accordance with New Jersey Administrative Code.

Working with over 50 districts in 8 counties, the ESCNJ is respected for its consistent record of safe, reliable and punctual transportation for special, general, public, non-public and vocational students. The ESCNJ transports over 12,000 students state-wide, operating nearly 2,200 routes for about 300 schools (special, public, charter, non-public and vocational-technical).

Transportation service accommodations are based on the student’s IEP team member’s recommendations, in partnership with parental input. This collaboration results in providing student accommodations deemed necessary, including climate controlled buses, wheelchair lifts and ramps and transportation aides.

The shared services offered to districts vary based on each school’s specific transportation needs. For some districts the ESCNJ manages the entire operation, while for others, the ESCNJ is responsible for a portion of their transportation routes.

The ESCNJ holds an annual transportation meeting to review changes to school transportation laws and procedures and share best practices for transporting Special Needs Students. The ESCNJ also periodically hosts meetings with transportation contractors from across the state to make certain everyone is aware of the most current student transportation issues. Meetings cover a range of transportation issues including: delayed opening procedures; bus idling rules; harassment and anti-bullying training; laws regarding cell phone use; wheelchair securement and effective communication.
The goal of the ESCNJ Co-op Pricing System is to save taxpayers money by identifying the lowest prices on a range of equipment and services for our members. Awards range from office furniture, gymnasium flooring, vehicles, security equipment, office and custodial supplies, supply of natural gas, electricity and much more.

Members save time and money by utilizing the ESCNJ bid awards that are in compliance with state law, and advertise products and services to attract as many responsible bidders as possible. The volume of bidders results in lower pricing for members than if they were to try and make the same purchases independently.

With more than 1,300 members representing all 21 counties in New Jersey, the Co-op Pricing System has grown to become the largest state approved cooperative pricing system in the state. Members include school districts, colleges, universities, municipalities, county government and housing authorities, libraries, etc. All ESCNJ Co-op members’ applications are reviewed by the New Jersey State Department of Community Affairs, and lifetime membership is awarded upon approval. The ESCNJ also holds an annual Vendor Expo to provide members and vendors an avenue for testing equipment, comparing prices, and networking. There is no fee to join the Co-op.

For a complete listing of ESCNJ’s current Co-op members, visit:
www.escnj.us/members

The ESCNJ is also a member of the Association of Educational Purchasing Agencies (AEPA), a national purchasing association that includes 28 states, bringing immense buying power to the Co-op. Only one entity per state may be a member of the AEPA and the ESCNJ is that entity for New Jersey. The AEPA differs from similar national associations because bids are advertised locally by each individual state member, reviewed by an AEPA bid committee and recommended for award to all states. Each state reviews the bid award recommendations and decides if the bids and vendors are compliant with their individual state laws. If the awards/vendors are compliant and have been proven to provide savings to Co-op members, the ESCNJ passes a Board resolution to add these AEPA bids as an offering to its members.

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LEASE PURCHASING
The ESCNJ offers qualified Co-op Members Tax-Exempt Lease Purchase Financing Programs, a cost-saving alternative to vendor offered financing rates. Lease purchasing provides the capital to maintain and replenish equipment with minimal year-to-year tax impact.

With ESCNJ assistance in writing bid specifications, districts save significant costs on reduced interest and fees.

TECHNOLOGY CONSULTING SERVICES
Public agencies can receive impartial recommendations regarding hardware, software, security equipment, record management, staffing and other technology related needs.

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SUPERINTENDENTS, BUSINESS ADMINISTRATORS, AND SPECIAL EDUCATION ADMINISTRATORS SEARCH SERVICES
The ESCNJ is committed to supporting boards of education in identifying and hiring the best candidates possible with our Administrative Search Service.

Our Personalized Administrative Search Services Include:
• An online application form
• Coordination of local and national job postings
• Creating an interview score sheet
• Providing monthly progress reports
• Prescreening candidates, including discrete background checks
• A complete list of all applicants; a complete list of candidates recommended for interviewing, including a synopsis and assessment of each candidates’ qualifications
• Developing interview questions based on Search Committee feedback
• Management of all logistics involved in scheduling in person and off-site candidate interviews
• Coordinating a second-level background check of finalists
• Assistance in formulating a contract
• Announcing the selection to the community, which includes media relations

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At its December 7, 1977 meeting, the New Jersey State Board of Education voted unanimously to approve the proposal to establish the Middlesex County Educational Services Commission (MCESC). As previously noted, the approval stipulated the voluntary nature of participation with the MCESC, a practice which continues to this day.

The creation of the MCESC and its Department of Non-public School Services was designed to help public schools meet the needs of residents attending non-public schools. However, a role for additional services was already envisioned. Expansion ideas included programs like “computer services,” sharing “special consultants” for educational and support programs, summer school programs, consolidation of printing, equipment and maintenance services, and sharing teacher services for “specialized courses.”

The vision of expanded services for MCESC proved accurate, to say the least. The MCESC began operating in February 1978, and within six years, opened the Central Valley School (1982) and Regional Day School at Piscataway (1984), two county-based special education schools for severely handicapped and emotionally disturbed students.

By December 1988, the Board of Directors had developed an ambitious Plan For The Future, which included:

- Securing centralized building space to meet the needs of non-public schools and central office personnel.
- Coordinating linkage with county-based programs providing varied education treatment counseling and support services for students with substance abuse problems.
- Securing a permanent facility for Central Valley School so the MCESC could continue meeting the county-wide needs of public school districts in their legal requirement to provide services for severely emotionally disturbed students.
- Establishing a special education school for neurologically impaired, emotionally disturbed, perceptually impaired and communication handicapped students in Middlesex County in response to the needs identified by school districts.

As the MCESC continued to evolve, it took on an increasingly entrepreneurial approach to doing business, creating new services and programs as requested by districts. For example, based on legislation requiring all districts, regardless of size, to provide nursing services to non-public schools (further complicated by a nursing shortage), MCESC created a program for districts enabling them to share full-time MCESC nurses. Previously, districts were obtaining services through their local boards of health. In December 1991, the request for MCESC to provide the nursing service was approved by the State Board of Education.

In 1993, survey results identified a growing number of school districts needing child study team evaluation services due to temporary absences of district staff who were ill, had family leave requests, or similar reasons requiring time off. As a result, the MCESC requested approval to serve on an “as needed” basis, providing psychological and learning disability testing.
with the understanding that its services would supplement existing Child Study Team Services and not result in any reduction in force to the local school district. In November 1993, the Middlesex County Superintendent of Schools approved the MCESC to provide these services.

Another milestone occurred in 1999 with the creation of the MCESC Professional Development Academy (PDA). The PDA offered a convenient site in central New Jersey on the MCESC Piscataway campus to host workshops so educators state-wide could attend and meet their professional development requirements.

In 2000, given the steady growth, a request was made to the New Jersey Department of Education to review the MCESC Charter in order to allow for further expansion. Upon review, the State Board of Education unanimously supported the proposal. Then, in 2003, based on encouragement from the U.S. Department of Education and the New Jersey Department of Education urging schools to educate students with disabilities in the “least restrictive environment,” the MCESC was given permission to establish the Bureau of Collaboration and Consultation Services, since renamed Collaborative Educational Services (CES). The goal of CES was to help districts reduce tuition and transportation costs by allowing students to remain in their home district and also relieve students of long bus rides and experience “less trauma” as a result of remaining in their neighborhood schools. The CES was approved, and in addition to keeping students in their communities, clinical support and in-service staff development opportunities were also established. Additionally, costs were reduced by as much as 30 percent compared with private special education schools.

By 2005, the MCESC had shared services relationships with 75 school districts in 11 counties, and had established the Co-op Pricing System to help schools, municipalities and businesses make purchases at reduced prices. The Board of Directors at that time requested a name change to the Middlesex Regional Educational Services Commission to reflect its growth. The request was unanimously approved by the New Jersey State Board of Education on June 1, 2005 and went into effect immediately.

With further growth, the MRESC was soon meeting some of the needs of the 20 additional counties making it apparent that the name MRESC was an inaccurate depiction of our clientele. The MRESC Board of Directors at that time determined a name change to The Educational Services Commission of New Jersey would more accurately describe our state-wide service provider role.

A name change request to the State Board of Education, along with several presentations, documentation, and testimony resulted in a unanimous 11-0 vote by the State Board to approve our request.

The ESCNJ hopes the Shared Services Resource Guide: 2019-2020 results in continued expansion of quality education programs and cost effective purchasing opportunities for schools, businesses and municipalities, in order to limit tax increases for these programs and increase services to New Jersey residents.
RESOURCES

New Jersey Resources
A publication of the New Jersey Department of Human Services’ Division of Disability Services (DDS) that provides a comprehensive listing of resources, programs, and services for people with disabilities and their family members.

Family Support State-wide Regional Family Support Planning Councils
A listing of the 10 regional Family Support Councils in New Jersey.

Selecting a Support Coordination Agency
(English)
Selecting a Support Coordination Agency
(Spanish)
A publication of the Boggs Center on Developmental Disabilities

Getting the Community Life You Want: A Guide to Home and Community Based Services Advocacy
A publication of the Boggs Center on Developmental Disabilities.

Autism Speaks Transition Toolkit
A comprehensive resource for families regarding preparation for transition.

Planning the Transition from School to Adult Life
This booklet, published by Autism NJ, introduces families to transition services, helps determine the appropriate time to start the transition process, and provides resources and tips to navigate the adult service system.

The Journey to Community Housing with Supports
This guide, published by Autism NJ, provides easy to understand information about community housing and supportive services.

New Jersey Transit

New Jersey Transit provides several different travel options for individuals with disabilities, including Access Link and accessible rail, bus, and light rail options. New Jersey Transit also helps to provide community para-transit options within all counties of New Jersey. For more information, visit www.njtransit.com and click on the accessibility tab on the tool bar. NJ Transit also offers a reduced fare program for individuals with disabilities. The application for the reduced fare program must be certified by a physician and renewed each year. If the individual applying for the reduced fare program requires a personal care attendant to assist them with transportation, you should check “yes” on item #7 on the application. This will allow a person to travel with the individual with a disability at no cost.

NJ Non-Driver Photo Identification Cards and Non-Driver Handicapped ID Cards
Parents of children ages 14 and older may wish to take advantage of the New Jersey Motor Vehicle Commission’s program of providing a valid identification card to non-drivers. A non-driver photo identification card can be obtained at any MVC location for individuals who are 14 or older and meet the 6 point ID Verification requirement, at a cost of $24. A non-driver handicapped ID card can be obtained for individuals who are 14 and older, meet the 6 point ID Verification requirement, and provide medical certification, for a fee of only $6. For more information, visit the MVC website: www.state.nj.us/mvc
www.ablenrc.org

The ABLE National Resource Center has been established to serve as a clearinghouse of information related to ABLE accounts. They have a free newsletter and will be providing information on the ABLE plans offered by
different states so that consumers can pick the plan that will best meet their needs.

www.autismnj.org

**Autism New Jersey:** A non-profit agency that provides information, advocacy, education, and consultation services to individuals with autism and their families.

www.asatonline.org

**Association for Science in Autism Treatment:** An information resource on evidence based practices. Free newsletter.

www.autismspeaks.org

**Autism Speaks:** An organization dedicated to funding research into the causes, prevention, treatments and a cure for autism; increasing awareness of autism spectrum disorders; and advocating for the needs of individuals with autism and their families.

www.autism-society.org

**Autism Society of America:** A leading source of information and referral regarding autism. Local chapters.

www.autism.com

**Autism Research Institute:** Newsletter summarizes current research in autism. Information source for vitamins, DMG, special diets, etc. based on parent reports.

www.autismandhealth.org

A new website with information about the health care system for children and adults with special needs.

www.rwjms.rutgers.edu/boggscenter

**The Boggs Center on Developmental Disabilities,** (Rutgers Robert Wood Johnson Medical School, Department of Pediatrics): An agency dedicated to providing leadership in the promotion of independence, productivity, and the full inclusion of people with developmental disabilities in all facets of community life. Resource for information, conferences, and publications.

www.state.nj.us/humanservices/ddd

**Division of Developmental Disabilities:** Helps developmentally disabled students claim their rights in the community.

www.drnj.org

**Disability Rights of New Jersey:** Advocates for and protects legal, civil and human rights for the disabled.

www.childrens-specialized.org/

**Kohl’s Autism Awareness:**

An extensive online resource for individuals with autism spectrum disorder, family members, caregivers, professionals, service providers, and the general community.

www.state.nj.us/humanservices/cbvi

**New Jersey Commission for the Blind and Visually Impaired:** Enables eligible individuals with vision problems to achieve employment.

www.njsilc.org

**New Jersey State-wide Independent Living Council:** Maximizes opportunities for people with disabilities through planning and advocacy.

www.spannj.org

**State-wide Parent Advocacy Network:** Offers training and information to parents.

www.thetrainingcalendar.org

In an effort to spread awareness about workshops, conferences, and other training opportunities, the Family Support Center of New Jersey has established **The Training Calendar.**

The Training Calendar acts as a clearinghouse of information about workshops, presentations, trainings, and conferences in New Jersey.
The Educational Services Commission of New Jersey’s


Leading The Way In Shared Services

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