

**MONROE TOWNSHIP PUBLIC SCHOOL**  
**SPECIAL SERVICES ~ CHILD STUDY 2017 - 2018**

**COMMUNITY BASED INSTRUCTION (CBI)**

**What is CBI?**

Community Based Instruction is “sustained and repeated instruction that takes place in the community rather than in a school building”.

**So is CBI a field trip?**

While students can and do participate in field trips, CBI is not a field trip! CBI is sustained and repeated instruction. A field trip is a one-shot experience.

**Why teach in the community?**

Experience has shown that it is in the community where students are expected to be able to function. The community provides real-life experiences that cannot be replicated in a classroom, and past history has demonstrated that students’ behavior, motivation, and learning improve with CBI options.

**Is all CBI the same?**

The New Jersey Department of Education defines four different types of experiences.

- (1) **Vocational:** Students learn about community workers, go on vocational field trips, and participate in vocational exploration. They also may learn about employability skills such as being on time, staying on task, following rules and instruction; and other skills related to employment.
- (2) **Domestic:** Students learn more about self-care, personal grooming, wellness and nutrition, and home care such as laundry, housekeeping, and meal planning.
- (3) **Community:** Students learn about, and use, various transportation modes; and visit and utilize assorted places in the community including restaurants, libraries, shopping centers and malls, the post office, and convenience stores.
- (4) **Recreation and Leisure:** Students learn how to use various public recreation options and plan leisure time. Students also participate in recreational activities at places like the local parks, YMCA, bowling alleys, movie theaters, amusement parks, etc.

**Is this available to all students?**

In Monroe Township, CBI is available to students in the following self-contained programs:

1. Multiply Disabled (MD classes)
2. Autism (PDD) classes.

**Introduction**

This handbook is Monroe Township's attempt to become more transparent and consistent in the delivery of CBI experiences to the students of our district. These program options have been available for many years and we have found that our students benefit well from real life experiences within the community as part of their need to acquire certain skills and to address transition needs. Community experiences enable students to witness and practice first-hand skills that are introduced in the classroom to generalize to the real life environment. Additionally, providing education in the community affords the community to witness the growth and accomplishments of the students that they have supported through the years. Conceptually, it is also the intent to be certain that heightened awareness helps facilitates society's acceptance of individuals with disabilities.

This guide has been developed to help facilitate community based experiences/instruction by staff working with our students with specific disabilities. What follows is a description of the program and the information needed for creating educational partnerships and guiding student IEP's (Individual Educational Plans).

**Purpose:**

The purpose of our district's CBI program is to coordinate student instruction in the areas of functional life skills, recreation/leisure skills and community awareness within both educational and community environments. The progression of skills throughout their time in Monroe is dedicated to skills development, promoting personal independence and further enhancing our students' quality of life as they transition from public school to their post-secondary experience.

**Identified Students and/or Programs:**

The student populations currently targeted for our community based instruction (CBI) includes our self-contained multiply disabled and autism (PDD) classes. The IEP team would need to work to select skills to be incorporated in each student's educational program to promote the level of independence and quality of life experience commensurate with their present level of functioning. There may be situations unique to a specific student that would warrant consideration and inclusion in this program and would be addressed through that pupil's IEP.

Generally, our primary and elementary students receive instruction and experiences to practice functional life skills and recreational/leisure activities. These skills are continually reinforced with the hope of movement towards more vocational related CBI experiences at the secondary level.

**Frequency:**

To maximize student achievement, it is our intent to supplement the classroom experience by providing students with one community based instructional opportunity per quarter, although the skills will be taught and reinforced throughout the school term. The program holding our senior most



students at the high school will also have two additional, shorter duration opportunities, during the course of the school year.

It is also our intention to have classes grouped together for their instructional purposes. For example, it will be anticipated that elementary MD classes would coordinate their CBI opportunities so they may visit the same location but possibly work to develop different skills. The same expectation would hold for the middle school MD classes; as well as, the high school coordination between the two high school classes. Our Autism classes would follow similar coordinating expectations.

Quarterly:

Currently, our district is running a trimester reporting schedule at the elementary level and a more traditional quarterly schedule at the secondary level. For purposes of CBI scheduling, quarters will run as follows:

1st Quarter: Teachers may schedule CBI between the last week in September and November 8th.

2<sup>nd</sup> Quarter: CBI may be arranged between the November 15th and January 29th.

3<sup>rd</sup> Quarter: CBI may occur between February 1<sup>st</sup> and April 11<sup>th</sup>.

4<sup>th</sup> Quarter: Please be aware that the last day to schedule CBI during this “shorten” quarter is May 14<sup>th</sup>, leaving only about a month for the last quarter of activity planning.

**\* Please note that no CBI that is Special Services funded will occur after the Memorial Day weekend.**



Funding:

Funding for the quarterly CBI opportunities will be funded through Special Services as long as all the required prerequisites are met.

- 1) Completion of **the CBI Documentation Form** (Attachment A) noting the dates of the anticipated quarterly opportunities and anticipated costs: and **received** by the Supervisor of

Special Services no later than **September 14<sup>th</sup> for first and second quarters. For third and fourth quarters submit by December 5<sup>th</sup> to help avoid potential scheduling conflicts.**

- 2) Completion of **the transportation request form** (Attachment B). A separate form must be completed for each request, signed by the building Principal and sent to **the Supervisor of Special Services** no later than **September 14<sup>th</sup> for first and second quarters. For third and fourth quarters submit by December 5<sup>th</sup> to help avoid potential scheduling conflicts** and so funds can be properly encumbered.
- 3) Parents have been properly notified and signed permission forms are returned/received per building guidelines and Board policy.
- 4) Requests are within budget parameters.

#### **Transportation:**

To request transportation, a transportation request form must be completed. The building administrator's signature must be obtained then the form needs to be forwarded to the Supervisor of Special Services for signature. The Supervisor, upon approval will forward to transportation for processing and to insure payment. The times on the form should reflect the correct departure and return times, being sensitive to district transportation needs regarding pick-up and return of students. Please keep in mind that drivers need to return from CBI trips in time to address high school dismissal.

**If school opening is delayed, or school is being closed early due to inclement weather, or if there are questions regarding the possibility of school closing due to inclement weather, teachers will need to cancel their CBI trips.**

#### **Staff Coverage:**

It is anticipated that, at minimum, the daily classroom coverage which meets the New Jersey Administrative Code requirement be maintained. The degree of challenge, a student's skill and/or level of need, the student's behavior, and any other factors which may impact the safety of the student and/or his/her success in the CBI experience must be considered on an individual basis.

As CBI opportunities may be scheduled at times the full complement of staff would not ordinarily be on site as they are supported by paraprofessionals that split their time; with **prior approval from both Principal and the Supervisor of Special Services**, the select staff within that class who have



knowledge of the students will be able to have their additional time vouchered, to insure the safety of all and successful implementation of the CBI goals and objectives.

*Substitutes:*

If a substitute teacher and/or paraprofessional is familiar with the program and has experience with Community Based Instruction and the goals/objectives, he/she should proceed with the usual CBI activities. A substitute, unfamiliar with the program, may gain valuable experience by continuing with the CBI activity as similar classes are merged for the activity and the district is still maintaining the required level of adult supervision. **Whenever substitutes who have no CBI experience are the only personnel available to supervise the activity, the CBI activities should be cancelled and in-school instruction provided. All participating staff and transportation personnel must be informed in a timely manner.**

**Teacher Responsibilities:**

For Community Based Instruction, it is recognized that the teacher's role changes from a solely direct service provider to a coordinator of variety student experiences. Consequently, the teacher has the responsibility in the selection of sites and experiences for the students, planning the implementing strategies to be used, documenting each student's location, training plan, and progress.

**Site Selection:**

It is anticipated that teachers will select CBI sites and experiences that:

- 1) Are consistent with IEP driven goals and objectives,
- 2) Are similar to sites currently being used by the students or will most likely be used in the future.
- 3) Facilitate comprehensive, longitudinal instruction, consistent with goals and objectives.
- 4) Are age appropriate activities,
- 5) Focus on future post-secondary transition needs

**Documentation:**

Prior to CBI participation, a student will have specific learning objectives for this program within their IEP. Additional documentation required prior to participation will include the following: prior completion of the CBI Documentation Request Form, Transportation Request Form, signed Permission Forms, and list of emergency contact information for each student participating. Staff/nurse will require information for any student with specific medical issues.

## GUIDELINES FOR COMMUNITY BASED INSTRUCTION

The following guidelines should be considered when sites and activities for non-vocational components of CBI components of CBI are selected:

- 1) Instruction is consistent with IEP goals and objectives.
- 2) Instruction is consistent with post-secondary outcomes.
- 3) Parents are provided with potential costs for which they may be responsible so they may budget accordingly.

### Potential CBI Activity Sites

Department Stores	Malls	Post Office	Fire Station
Rescue Squads		Bowling Alleys Parks	Greenhouses
Miniature Golf Courses		Police Station Newspaper	Movies
Courthouse		Bakeries Plays	Zoo
Supermarket	Airport	Bus Station	
...and potentially many more			

### SUMMARY OF PROCEDURES FOR DEVELOPING A COMMUNITY BASED INSTRUCTION PROGRAM

- IEP Team develops an IEP which includes goals and objectives for CBI.
- Teacher finds an appropriate community site which provides the experiences their student(s) need to fulfill IEP objectives.
- The teacher secures building approval for the trip date.
- By September 15<sup>th</sup>, all anticipated CBI and transportation requests for first and second quarterly activities and December 5<sup>th</sup> for third and fourth quarter's needs, to be submitted to the Supervisor of Special Services: initially signed by the building administrator. **Please be sure to note CBI top Left hand Corner.**
- Teacher will be responsible to insure that parent consent forms are completed prior to each activity excursion and submitted per their building requirements.
- The teacher must inform all other school staffs that may be impacted by the CBI program activity. (Example, OT, PT, Speech, Nurse).
- Teachers will need to make contact with site locations for costs and needs prior to completion of request for CBI that will need to be signed by Principal then forwarded to Special Services.

#### **\*\* Disclaimer - \*\***

**This procedure applies only Special Services Funded CBI activities. There may be additional class trips and/or student funded or school funded options which would revert back to building practice.**