

## *Woodland Township School District*

Chatsworth Elementary School

2 Giles Avenue – P.O. Box 477

Chatsworth, NJ 08019

(609) 726-1230

William A. Randazzo  
Superintendent

Maria Shepard-Funches  
Board Secretary/Business Administrator

### **SPECIAL EDUCATION**

### **POLICY #6171.4**

In compliance with State Department of Education interpretation of the Administrative Code on Special Education, the Woodland Township Board of Education adopts the following revision/amendment of its existing policies on providing educational and related services to pupils identified as having educationally disabling conditions as defined in Federal and State law.

#### **Policy 1: Identification**

All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

Identification, location and evaluation of potentially educationally disabled pupils, according to N.J.A.C. 6A:14-3.3.

The Superintendent shall prepare written procedures for identifying those pupils ages three (3) through twenty-one (21), including pupils attending nonpublic schools, who reside within the District and may be educationally disabled, who are not receiving special education and/or related services as required. Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the District at least one hundred and twenty (120) days prior to the preschooler attaining age three (3).

The Board shall ensure that all preschool pupils with disabilities shall have their I.E.P.'s implemented no later than their third birthday. To provide a smooth transition between a child's preschool program and his/her school age program (public or private), particular attention shall be paid to articulation between those programs.

These procedures and arrangements shall be adopted by the Board after review and possible revision. The procedures shall include criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

#### **Evaluation and Determination of Eligibility**

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4 and 3.5 dealing with:

1. Parental notice, notification, consent and involvement, including determination of the parents'/guardians' dominant language and necessary accommodations, if the language is other than English or if the parents/guardians are deaf;
2. An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;
3. Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the thirteen (13) categories of disability described in the Administrative Code, and the disability adversely affects the pupil's educational performance.

The Superintendent shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the Board.

The Board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the I.E.P., including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

**Policy #1:** All students with disabilities who are in need of special education and related services, including students with disabilities attending non-public schools, regardless of the severity of their disabilities are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

**Procedure:** In compliance with N.J.A.C. 6A:14-3.3; all children residing within the jurisdiction of the Riverton Board of Education who are disabled and in need of special education and related services will be identified, located, evaluated and served regardless of the severity of their disability.

**Identification:** is the process by which one makes known those children who are experiencing physical, sensory, emotional, communication, cognitive or social difficulties that may significantly interfere with academic and/or development growth.

Riverton Board of Education attempts to locate such students by:

- (1) Information is sent home to each Woodland Township family through the youngest sibling re: Child Find;
- (2) Information regarding referral is provided to each parent via the Woodland Township School Student Handbook;
- (3) Information is also provided to parents of kindergarten students at time of registering;
- (4) Woodland Township School has developed a Child Find Policy in compliance with the guidelines established by the New Jersey Department of Education. The goal is to assist parents and professionals by identifying free available early intervention programs and services for infants and toddlers through two (2) years of age, and free appropriate public education and services for pupils who are disabled through twenty-one (21) years of age. The Social Worker of the Woodland Township Child Study Team will be available to coordinate and oversee Child Find activities which will focus on a Public Awareness and Outreach Campaign for the residents of Woodland Township, an English speaking community. These activities are listed below:
  - (a) The PTA newsletter will include a description of Child Find and information about how to obtain services. This notice will be published two times a year;
  - (b) A brochure or letter will be sent home with pupils annually. It will contain information or possible signs of developmental delays in young children, how to refer a child for an evaluation and what services and programs are provided to pupils with special needs;
  - (c) Information and posters will be supplied to local early childhood programs, pediatric, family medicine, and dental offices, libraries and churches in Woodland Township. This distribution will take place annually. Distribution of Child Find activities in convenience stores, shelters for homeless, public and private social service agencies will also occur to enable the District to identify highly mobile and/or homeless students;
  - (d) A telephone log will be implemented. Main Office staff will transfer calls regarding Child Find to the Child Study Team, who will be responsible for logging in calls and completing a Child Find Intake Form. Status of referral or follow-up must be noted;
  - (e) Samples of the information and the dates of distribution will be kept on file in the Child Study Team Office. Child Study Team Coordinator is available for consultation with non-public school representatives on how to carry out these activities;

- (f) Non-public students: No later than April 30<sup>th</sup> of each school year, the Chairperson of the Child Study Team will contact by mail representatives of the non-public schools for suggestions on ways to conduct Child Find activities. Based on this information, the Chairperson will modify Child Find activities as needed. Representatives from non-public schools shall include principals, supervisors or their designees.

Child Find activities will include reaching out to highly mobile students, including migrant and homeless students.

Children between the ages of three (3) – twenty-one (21) may be identified by any professional staff member, by the parents/guardians of the child, by a child welfare agency or by a health service professional as potentially disabled.

**Referral and Evaluation:** All identified students will be evaluated by the Child Study Team according to N.J.A.C. 6A:14-2.3, 2-5, 3.4 and 3.5. The Pupil Assistance Committee (PAC) will meet one time per month. The purpose of this committee is to provide prereferral intervention strategies to teachers prior to the referral to the Child Study Team. Any school personnel can refer a child to the Pupil Assistance Committee (PAC) by obtaining a referral form and submitting it to the Child Study Team prior to the meeting date. The Child Study Team will coordinate and schedule the Pupil Assistance Committee (PAC) meetings. The committee is comprised of Child Study Team members, the Superintendent, a regular education teacher, a special education teacher and nurse. In addition, the Child Study Team personnel are available to consult with school staff and parents to correct problems within the regular education environment. Parents are also invited to attend. Student progress is reviewed on a monthly basis by the Pupil Assistance Committee (PAC) members. The Pupil Assistance Committee (PAC) reviews student progress and recommends interventions in the regular school programs to alternate the educational problems identified. Parents shall be notified in writing from the Superintendent regarding the nature and scope of proposed interventions. The intervention is attempted and written documentation of the effect is made by the staff of the regular program. The Committee will ensure activities are in place to determine whether the interventions are effective. School personnel responsible for the implementation/evaluations are identified. The type, frequency, duration and effectiveness of the interventions must be documented. Interventions in the regular education program are not a pre-requisite when it can be documented that the nature of the student's educational problem(s) is such that evaluation to determine eligibility for services is warranted without delay, or the parent or adult student makes a written request for evaluation. If pre-referral interventions have not been effective in remediating student difficulties, parents will be invited in to meet with the Child Study Team to discuss if an evaluation is warranted. An evaluation plan will be created with parental input and consent with undue delay once a referral has been made in accordance with N.J.A.C. 6A:14. This plan will include which, if any, assessments are needed as part of the full Child Study Team evaluation.

Parents may also request a Child Study Team evaluation by requesting it in writing and submitting it to the Superintendent or Child Study Team Chairperson. The date the referral is received shall begin the twenty-day timeline for conducting the referral/identification meeting.

Students who may be disabled should be referred and evaluated even if they are advancing from grade to grade. Failing a grade is not a necessary pre-requisite to referral.

School personnel will have available to them the steps for initiating a referral to the Child Study Team. This information will include:

The information/documentation of student performance required, forms to be submitted, and timelines for processing referrals, including the date that initiates the twenty (20) day timeline for conducting the referral/identification meeting. Referrals should be given to a member of the Child Study Team.

Referral policies and procedures are available to school personnel, parents and agencies on the District website.

**Policy #2:** Homeless students are located, identified and evaluated according to N.J.A.C. 6A14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

**Procedure:** Homeless students are located, identified and evaluated according to N.J.A.C. 6A14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.

In compliance with N.J.A.C. 6A:14-3.3, all homeless students who are attending school in Woodland Township and/or where Woodland Township is the District of origin who are disabled and in need of special education and related sources will be identified, located, evaluated and served regardless of the severity of their disability according to District procedures.

A surrogate parent will be appointed for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq. District procedures for providing a surrogate parent will be following.

Child Find information will be provided to families/caregivers of homeless students. See also Procedure in Policy 1.

**Policy #3: Evaluation**

Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.

Evaluation and Determination of Eligibility

The evaluation process to determine a pupil’s eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4 and 3.5 dealing with:

1. Parental notice, notification, consent and involvement, including determination of the parents’/guardians’ dominant language and necessary accommodations, if the language is other than English or if the parents/guardians are deaf;
2. An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;
3. Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the thirteen (13) categories of disability described in the Administrative Code, and the disability adversely affects the pupil’s educational performance.

The Superintendent shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the Board.

The Board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the I.E.P., including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

**Policy #4: Individual Education Program**

An individualized education program is developed, reviewed and, as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.

The individualized education program for each educationally disabled pupil shall be developed in accordance with the provisions of the Administrative Code at N.J.A.C. 2.3(i)2 and N.J.A.C. 6A:14-3.7.

The Board shall ensure that an I.E.P. is in effect for every pupil in the District who is receiving special education and related services.

A written individualized education program shall be developed and implemented for each classified pupil and, in accordance with New Jersey law, a review shall be conducted by the appropriate staff members annually or more often, if necessary, to evaluate the disabled pupil's progress and to revise the individualized education program.

Meetings shall be conducted to determine eligibility and to develop, review and revise a pupil's individualized education program. Such meetings shall be scheduled at a mutually agreed upon time and place, and notice of the meetings shall indicate the purpose, time, location and participants. If the parents/guardians cannot attend the meetings, the Superintendent/designee shall attempt to ensure parental participation, including the use of individual or conference telephone calls. Documentation shall be maintained of all attempts to secure parent/guardian participation.

Parents/guardians shall receive a copy of the pupil's I.E.P. and of any revisions made to it.

All communication with parents/guardians, including written notice, notifications and required meetings, shall be conducted in the language used for communication by the parent/guardian and the pupil, unless it is not feasible to do so. This shall include providing foreign language interpreters or translators and sign language interpreters for the deaf at no cost to the parents.

The I.E.P. shall be developed and monitored with the cooperation and input of parents/guardians. In addition to educational programming, the I.E.P. shall provide for necessary disciplinary action and specify graduation requirements when appropriate. Any accommodations and/or modifications for the administration of statewide assessments shall be specified in the I.E.P.

1. No more than ninety (90) calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the I.E.P. The I.E.P. shall be implemented as soon as possible following the I.E.P. meeting.
2. The Board of Education will provide the kind and quality of those special education-related services prescribed in the I.E.P. to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate. Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

**Policy #5: Least Restrictive Environment**

To the maximum extent appropriate students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

Provision of special services to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate.

The Board of Education will provide the kind and quality of those special education-related services prescribed in the I.E.P. to enable educationally disabled pupils to participate in regular educational programs to the maximum extent appropriate.

Such education-related services shall include transportation, ensuring that hearing aids worn by deaf and/or hard of hearing children in school are functioning properly, etc.

When instruction in health, industrial arts, fine arts, music, home economics, and other education programs is provided to groups consisting solely of pupils with disabilities, the size of the groups and age range shall conform to the requirements for special class programs described in the Administrative Code.

When pupils with disabilities participate in physical education, intramural and interscholastic sports, non-academic and extracurricular activities in groups consisting solely of pupils with disabilities, the age range and group size shall be based on the nature of the activity, needs of the pupils participating in the activity and the level of supervision required.

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of the Administrative Code.

Placement of educationally disabled pupils in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

Educational placement decisions made for each disabled pupil shall always be, insofar as possible, in the least restrictive environment commensurate with the pupil's educational needs. This means that to the maximum extent appropriate, educationally disabled pupils shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the pupil and to ensure the quality of services which he/she requires.

The Superintendent shall encourage positive attitudes toward the educationally disabled in all District pupils and personnel.

Special classes, separate schooling or other removal of educationally disabled pupils from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In order to ensure a continuum of alternative placements, when the Board cannot provide required instruction and related services from its own resources and facilities, it will seek appropriate placement outside the District and will assume such costs of that placement as are required by law.

Placement of a disabled pupil in the least restrictive environment shall be determined annually. Placement shall be provided in appropriate educational settings as close to home as possible. When the I.E.P. does not describe specific restrictions, the pupil shall be educated in the school he/she would attend if not disabled.

### **Policy #6: District and Statewide Assessment; High School Requirements**

Students with disabilities are included in Statewide and District-wide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10.

All students with disabilities will participate in statewide assessment or the applicable Alternate Proficiency Assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade level.

Exemption of educationally disabled pupils from the high school graduation requirements according to N.J.A.C. 6A:14-4.11 through -4.12 and N.J.A.C. 6:3-4A.1.

A disabled pupil must meet all State and local high school graduation requirements in order to receive a State-endorsed high school diploma unless exempted in his/her I.E.P. When a pupil has been exempted from any graduation requirement, his/her I.E.P. shall address alternate requirements to be met. By the year specified in code, the Board shall ensure that all pupils with disabilities participate in Statewide assessments with appropriate accommodations or modifications, as determined by the pupil's I.E.P. If the nature of the pupil's disability is so severe that the pupil is not receiving instruction in any of the knowledge and skills measured by the Statewide assessment and the pupil cannot complete any of the questions on the assessment in a subject area with or without accommodations, the pupil shall participate in a locally determined assessment of pupil progress.

By June 30<sup>th</sup> of a disabled pupil's last year in the elementary program, the pupil's case manager, parent/guardian and teacher(s) shall meet to review the instructional guide and basic plan of the pupil's I.E.P. in view of the transition to the secondary program. Input from appropriate staff from the secondary school shall be part of the review.

The basic plan of the I.E.P. for the pupil entering the secondary program will address all the elements required in the Administrative Code, including specifically addressing graduation requirements. Required reviews of the I.E.P. shall continue to address graduation requirements.

A disabled pupil who has not been exempted from the proficiencies or has performed below the State minimum level of pupil proficiency on one or more areas of the State-mandated high school proficiency test may participate in the special review assessment (SRA).

Educationally disabled pupils meeting the standards for graduation according to N.J.A.C. 6A:14-4.12 shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.

**Policy #6:** Students with disabilities are included in Statewide and District-wide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10.

All students with disabilities will participate in statewide assessment or the applicable Alternate Proficiency Assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade level.

**Procedure:** Participation of a student with disabilities in State and District-wide assessment programs is determined through the I.E.P. team and documented in the I.E.P. Modifications or accommodations will be listed in the student's I.E.P. and determined in accordance with the student's individual need.

If the I.E.P. team determines that participation in such assessments is unwarranted, alternative assessment measures will be documented in the I.E.P.

During the I.E.P. meeting for the grade in which the pupil will be taking a statewide assessment, the I.E.P. team must decide/ensure the following and document it in the I.E.P.:

- a. Any NJDDE approved accommodations or modifications that will enable the pupil to participate in mandated content areas;
- b. Any content areas in which the student will not participate;
- c. The reason(s) for the exemption(s);
- d. That the pupil will be assessed by the Alternate Proficiency Assessment for those areas.

The Child Study Team Chairperson shall ensure that:

- a. Special education staff members are knowledgeable of the methods of assessing achievement in the NJ Core Curriculum Content Standards and of the Directories of Test Specifications and know the skills that are part of the Statewide assessment and what types of tasks are included;
- b. Alternate Proficiency Assessment data collections guidelines and dates are followed.

- c. The assessment measures the pupil's progress in the life skills or general education curriculum focusing on the skills tested by the statewide assessment, or as listed in the I.E.P.;
- d. The I.E.P. team selects a commercial assessment, teacher-made test, portfolio or school district developed assessments that measure progress in the NJ Core Curriculum Content Standards for students with severe disabilities;
- e. Documentation of the student's performance on each curriculum content standard shall be recorded for each pupil.

The case manager will ensure that pupils who attend out of district schools are included in the statewide assessment or Alternate Proficiency Assessment.

### **Policy #7: Procedural Safeguards**

Students with disabilities are afforded the procedural safeguards required by N.J.A.C. 6A:14-2.1 et. seq., including appointment of a surrogate parent, when appropriate.

The Superintendent shall prepare written procedures for identifying those pupils ages three (3) through twenty-one (21), including pupils attending nonpublic schools, who reside within the District and may be educationally disabled, who are not receiving special education and/or related services as required. Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the District at least one hundred and twenty (120) days prior to the preschooler attaining age three (3).

The Board shall ensure that all preschool pupils with disabilities shall have their I.E.P.'s implemented no later than their third birthday. To provide a smooth transition between a child's preschool program and his/her school age program (public or private), particular attention shall be paid to articulation between those programs.

These procedures and arrangements shall be adopted by the Board after review and possible revision. The procedures shall include criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

#### **Evaluation and Determination of Eligibility**

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4 and 3.5 dealing with:

1. Parental notice, notification, consent and involvement, including determination of the parents'/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf;
2. An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;
3. Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the thirteen categories of disability described in the Administrative Code, and the disability adversely affects the pupil's educational performance.

The Superintendent shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the Board.

The Board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the I.E.P., including cooperation and input from the

parents/guardians. Relevant information shall also be related to enabling the pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

Participation of and consultation with the parents of educationally disabled pupils toward the goal of providing full educational opportunity to all educationally disabled pupils ages three (3) through twenty-one (21).

In order to achieve the District's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the Administrative Code, parent/guardian participation shall be sought in every successive state of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of Administrative Code shall be followed.

Written notice to parents/guardians and/or adult pupils shall be provided as follows:

1. The Board shall provide written notice no later than fifteen (15) calendar days after making a determination;
2. The Board shall provide written notice at least fifteen (15) calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult pupil may consider the proposal.

The Superintendent shall develop and present to the Board for review and adoption procedures for:

1. Giving notice to parents/guardians when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the Administrative Code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to low-cost legal counsel and fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process, which cannot be settled between the original parties;
5. Particularly, parental consent shall be obtained prior to implementation of the initial I.E.P. resulting from evaluation; prior to reevaluation except in the circumstances outlined in code; and prior to the release of pupil records according to N.J.A.C. 6:3-6.

Procedures set out in the Administrative Code shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a pupil's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The District shall select and train such surrogate parents in compliance with the Administrative Code.

No more than ninety (90) calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the I.E.P.

Protection of pupil's rights in regard to evaluation and reevaluation procedures according to N.J.A.C. 6A:14-3.4 and 3.8.

Procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians whether the pupil is already enrolled in the school or has been located through the process for identification in the section D of this policy.

In order to achieve the District's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the Administrative Code, parent/guardian participation shall be sought in every successive stage of the special education decisional process. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of Administrative Code shall be followed. The Superintendent shall develop and present to the Board for review and adoption procedures for:

1. Giving notice to parents/guardians and adult pupils in accordance with N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the Administrative Code. Particular care must be taken to inform parents/guardians and adult pupils of their right to review all educational records with respect to the identification, evaluation and educational placement of the pupil; to appeal these by requesting a due process hearing; and their rights in regard to free and low cost legal services and legal fees;
2. An independent evaluation at the request of the parent/guardian or adult pupil in accordance with N.J.A.C. 6A:14-2.5(c). Such independent evaluation shall be at no cost to the parent/guardian if it is conducted in compliance with Administrative Code, unless the District Board of Education initiates due process hearing to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. The I.E.P. team shall consider any independent evaluation submitted to it when making decisions regarding special education and/or related services;
3. Mediation when disputes arise during any stage of the special education process, which cannot be settled between the original parties. A due process hearing may be initiated by the Board of Education, a parent/guardian or adult pupil;
4. Ensuring what all evaluation procedures, including but not limited to observations, tests and interviews used to determine eligibility and placement of disabled pupils, shall comply with the requirements of N.J.A.C. 6A:14-3.4, 3.5 and 3.7.

Establishment and implementation of procedural safeguards according to N.J.A.C. 6A:14-2.3 through -2.4 and N.J.A.C. 1:6A.

The Board of Education directs the Superintendent to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

1. Giving notice to parents/guardians per N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the Administrative Code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to legal fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process, which cannot be settled between the original parties.

The Superintendent shall ensure that the District's special education programs comply with the law in every respect, including fiscal regulations and reports.

These procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the Administrative Code dealing with parental notification, consent and involvement, including determination of the parents'/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf.

To implement achievement of the Board's goal for provision of special education, the Superintendent shall oversee development of a written plan for special education conforming to the State plan for the educationally disabled. The plan shall consist of policies, procedures, assurances; a comprehensive system of personnel development; data collection and an application that describes the use of IDEA Part B funds.

**Procedure:**

A surrogate parent is provided to a student in accordance with N.J.A.C. 6A:14-2.2 when:

1. The parent/guardian of the student cannot be identified or located;
2. An agency of the State has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student;
3. The student is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the student;
4. No parent/guardian can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent and no State agency has taken steps to appoint a surrogate parent for the student.
5. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.

The District will document reasonable efforts to appoint a surrogate parent within thirty (30) days of its determination that a surrogate parent is required for a student.

The social worker, in consultation with the Superintendent, will be responsible for appointing surrogate parents and overseeing the process. She/He will:

1. Determine whether there is a need for a surrogate parent for a student;
2. Contact any State agency that is involved with the student to determine whether the State has had a surrogate parent appointed for the student;
3. Make reasonable efforts to select and appoint a surrogate parent for the student within thirty (30) days of determining that there is a need for a surrogate parent for the student.

The District will establish a method for training surrogate parents that includes provision of information with respect to parental rights and procedural safeguards available to parents and students in accordance with N.J.A.C. 6A:14.

1. The District will appoint a person that will be responsible for training surrogate parents;
2. The training of surrogate parents will ensure that surrogate parents have knowledge and skills that ensure adequate representation of the child with a disability;
3. The training will be designed to make surrogate parents familiar with State and Federal requirements for assessment, individualized education program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
4. Surrogate parents will be provided with copies of: the Parental Rights in Special Education booklet; N.J.A.C. 6A:14; the Special Education Process; Code Training Materials from the Department of Education Website; and other relevant materials;
5. Surrogate parents will be provided information to enable them to become familiar with the nature of the child's disability.

The District will ensure that:

1. All persons serving as surrogate parents have no interest that conflicts with those of the student he or she represents;
2. All persons serving as surrogate parents possess knowledge and skills that ensure adequate representation of the student;
3. All persons serving as surrogate parents are at least eighteen (18) years of age;
4. If the school District compensates the surrogate parent for providing such services, a criminal history review of the person in accordance with N.J.S.A. 18a:6-7.1 is completed prior to his or her serving as the surrogate parent;
5. No person appointed as a surrogate parent will be an employee of the New Jersey Department of Education, the District Board of Education or a public or nonpublic agency that is involved in the education or case of the child.

Procedures to locate students with disabilities (Child Find) must ensure that:

1. Person(s) responsible to conduct Child Find activities are identified;
2. Child Find activities are conducted for all children ages three (3) through twenty-one (21), who reside within the District or attend nonpublic schools within the District;
3. Child Find activities are conducted at least annually;
4. Child Find activities (meetings, printed materials and/or public service announcements) are conducted in the native language of the population, as appropriate.

Also see Procedures under Policy 1.

### **Policy #8: Free, Appropriate Public Education**

A free appropriate public education is available to all students with disabilities between the ages of three (3) and twenty-one (21), including students with disabilities who have been suspended or expelled from school.

1. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program is in effect for the student by that date;
2. If a child's third birthday occurs during the summer, the child's I.E.P. team shall determine the date when services under the I.E.P. will begin;
3. A free, appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;
4. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability;
5. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible, and, when the I.E.P. does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.

Identification, location and evaluation of potentially educationally disabled pupils, according to N.J.A.C. 6A:14-3.3.

The Superintendent shall prepare written procedures for identifying those pupils ages three (3) through twenty-one (21), including pupils attending nonpublic schools, who reside within the District and may be educationally disabled, who are not receiving special education and/or related services as required. Procedures shall include provision for the referral of pupils who may be experiencing physical, sensory, emotional, communication, cognitive or social difficulties. In order to ensure program placement by a disabled child's third birthday, a written request for initial evaluation shall be forwarded to the District at least one hundred and twenty (120) days prior to the preschooler attaining age three (3).

The Board shall ensure that all preschool pupils with disabilities shall have their I.E.P.'s implemented no later than their third birthday. To provide a smooth transition between a child's preschool program and

his/her school age program (public or private), particular attention shall be paid to articulation between those programs. If the third birthday occurs during the summer, the I.E.P. team will determine when the services will begin.

These procedures and arrangements shall be adopted by the Board after review and possible revision. The procedures shall include criteria by which to identify the potentially disabled, and require the participation of staff, parents/guardians and appropriate agencies.

#### Evaluation and Determination of Eligibility

The evaluation process to determine a pupil's eligibility for educational and related services beyond those available within the regular public school program shall be conducted in strict compliance with the provisions of N.J.A.C. 6A:14-2.3, 2.5, 3.4 and 3.5 dealing with:

1. Parental notice, notification, consent and involvement, including determination of the parents'/guardians' dominant language and necessary accommodations, if the language is other than English or if the parents/guardians are deaf;
2. An initial evaluation that consists of a multi-disciplinary assessment in all areas of suspected disability and a written report of the results of each assessment;
3. Determination that a pupil is eligible for special education and related services when he/she has been identified as having one or more of the thirteen categories of disability described in the Administrative Code, and the disability adversely affects the pupil's educational performance.

The Superintendent shall oversee development of detailed procedures to govern the evaluation process, and shall implement them after they have been reviewed and adopted by the Board. The Board shall ensure that a variety of assessment tools and strategies shall be applied to gather information to develop and monitor the I.E.P., including cooperation and input from the parents/guardians. Relevant information shall also be related to enabling the pupil to be involved in and progress in the general education curriculum or, for preschool children with disabilities to participate in appropriate activities.

#### Provision of full educational opportunity to educationally disabled pupils

The Board of Education is responsible for providing education for all children resident in the District. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the Child Study Team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the Board of Education cannot provide required instruction and related services from its own resources and facilities, the Board will seek appropriate placement outside the District, and will assume such costs of that placement as are required by law.

The goal of the Board's special education program is to provide full educational opportunity to all educationally disabled resident pupils ages three (3) through twenty-one (21), as those terms are defined in Federal and State law. The Board will make available to parents/guardians of educationally disabled children below the age of three (3) information regarding services available through other State, county and local agencies.

The Superintendent shall ensure that the District's special education programs comply with the law in every respect, including fiscal regulations and reports.

The Superintendent shall also ensure that the District plan for special education is in compliance with Administrative Code and the approved State plan for special education, according to N.J.A.C. 6A:14-4.1. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that describes the use of IDEA Part B funds. The Superintendent shall ensure that the plan is implemented in this District and shall supervise its operation so that it will accomplish its stated goals and objectives.

Participation of and consultation with the parents of educationally disabled pupils toward the goal of providing full educational opportunity to all educationally disabled pupils ages three (3) through twenty-one (21).

In order to achieve the District's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the Administrative Code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of Administrative Code shall be followed.

Written notice to parents/guardians and/or adult pupils shall be provided as follows:

1. The Board shall provide written notice no later than fifteen (15) calendar days after making a determination;
2. The Board shall provide written notice at least fifteen (15) calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult pupil may consider the proposal.

The Superintendent shall develop and present to the Board for review and adoption procedures for:

1. Giving notice to parents/guardians when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the Administrative Code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to low-cost legal counsel and fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process, which cannot be settled between the original parties;
5. Particularly, parental consent shall be obtained prior to implementation of the initial I.E.P. resulting from evaluation; prior to reevaluation except in the circumstances outlined in code; and prior to the release of pupil records according to N.J.A.C. 6:3-6.

Procedures set out in the Administrative Code shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a pupil's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The District shall select and train such surrogate parents in compliance with the Administrative Code.

No more than ninety (90) calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the I.E.P.

**Procedure:** A free appropriate public education is available to all students with disabilities between the ages of three (3) and twenty-one (21), including students with disabilities who have been suspended or expelled from school.

- A. In general, educationally disabled students are subject to the same disciplinary constraints and sanctions as nondisabled students. Any exemption from the school discipline policy will be clearly stated in the student's I.E.P.

A manifestation meeting will be conducted before any disciplinary action is taken against an educationally disabled student to determine if the behavior in question is caused by the disabling condition.

A disabled pupil may be removed for disciplinary reasons from his/her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for up to ten (10) consecutive or cumulative school days in a school year without constituting a change of placement. The Superintendent is responsible for implementing suspension/expulsion decisions. The case manager shall be notified each time a student with a disability is removed from his current placement for disciplinary meetings. The case manager shall track the number of days. Suspension from transportation is not counted as a day of removal if the student attends school. Suspension from transportation is counted as a day of removal if the School District does not make available an alternate means of transportation and the student does not attend school. Suspension from transportation may be counted as a day of absence rather than a day of removal if the District made available an additional alternate means of transportation and the student does not attend school. Removal from a portion of the school day will be counted proportionately. In-school suspension will not be counted as a day of removal from program when such days provide an opportunity for the student to progress in the general curriculum and continue to receive services and modifications as outlined in the I.E.P. The student shall be counted as present for the time spent in the in-school suspension program. Students will have interaction with peers who are not disabled to the extent they would have in their current placement.

When a series of short-term removals accumulates to more than ten (10) days, the case manager shall consult with the Superintendent to determine whether such removals constitute a change of placement according to N.J.A.C. 6A:14-2.8(b)2. All discussions pertaining to this issue shall be documented. If it is determined that there is no change in placement, the I.E.P. team shall meet to determine what changes, additions or modifications are needed to allow the student to progress appropriately in the general education curriculum and achieve the goals outlined in the I.E.P. Written documentation of the consultation and services provided are maintained in the pupil's file.

If a disabled student is experiencing behavioral difficulty, the I.E.P. team should meet to determine the need for a Functional Behavior Assessment.

Disabled students experiencing behavioral difficulties will have a behavior identification plan in place, in addition to behavioral goals and objectives outlined in his/her I.E.P. Evaluation of the effectiveness of the behavior modification plan will be done by the I.E.P. team according to N.J.A.C. 6A:14 Appendix A, 20 U.S.C. §§1415(k).

B. FAPE for preschool children.

Any preschool child, in the year in which he/she will turn three (3) years of age may be identified by having the parent/guardian, Early Intervention Staff/or other professional contact the Child Study Team. Depending on the referral source and needs of the child, the Child Study Team will provide appropriate intervention or referral information. A written request for an evaluation shall be forwarded to the District at least one hundred and twenty (120) days prior to the preschoolers third birthday. All referrals shall be responded to according to N.J.A.C. 6A:14-3.3(e).

When a preschool age student is referred for an initial evaluation to determine eligibility for special education and related services, an evaluation plan meeting shall be converted within twenty (20) calendar days of receipt of the written request. The purpose of this meeting is to determine if an evaluation is warranted and if so, what will be included. The speech-language specialist shall participate in this meeting. The parents shall be provided written notice of the determinations of this meeting. This notice may include a request to evaluate and if an evaluation will be conducted.

Preschoolers with disabilities shall have their I.E.P.'s implemented no later than age three (3). An appropriate program shall be in place no later than ninety (90) calendar days from the time of consent should a child be found eligible.

When a parent or outside agency requests information regarding early intervention services, the request shall be directed to the Child Study Team. The Child Study Team Chairperson shall make the individual aware of services through the New Jersey Early Intervention System 888-653-9963.

C. Determination of Eligibility:

A student shall be determined eligible and classified “eligible for special education and related services” based on assessments conducted by the Child Study Team and other specialists.

A student with a disability who is advancing from grade to grade with the support of specially designed services may continue to be eligible for special education and related services when, as part of the re-evaluation, the I.E.P. team determines that the student continues to require specially designed services to progress in the general education curriculum. The use of functional assessment information shall support this determination.

If transportation is included in the student’s I.E.P. as a required related service, the District shall provide alternate transportation during the period of suspension from the typical means of transportation.

Removal of at least a half of the school day will be reported via the Electronic Violence and Vandalism Reporting System.

**Policy #9: Early Intervention, Preschool Students**

Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

The Board of Education is responsible for providing education for all children resident in the District. All reasonable efforts will be made to resolve an enrolled child’s learning and adjustment difficulties prior to his/her referral to the Child Study Team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the Board of Education cannot provide required instruction and related services from its own resources and facilities, the Board will seek appropriate placement outside the District, and will assume such costs of that placement as are required by law.

The goal of the Board’s special education program is to provide full educational opportunity to all educationally disabled resident pupils ages three (3) through twenty-one (21), as those terms are defined in Federal and State law. The Board will make available to parents/guardians of educationally disabled children below the age of three (3) information regarding services available through other State, County and local agencies.

The Superintendent shall ensure that the District’s special education programs comply with the law in every respect, including fiscal regulations and reports.

The Superintendent shall also ensure that the District plan for special education is in compliance with Administrative Code and the approved State plan for special education according to N.J.A.C. 6A:14-4.1. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that described the use of IDEA Part B funds. The Superintendent shall ensure that the plan is implemented in this District and shall supervise its operation so that it will accomplish its stated goals and objectives.

**Preschool Transition Procedure**

**Procedure:** Once notified by an early intervention case manager, a member of the Child Study Team shall attend the transition plan conference with the early intervention service coordinator and parents/guardians regarding the transition planning of the preschool student.

- Review the Part C Individualized Family Service Plan for the child;
- Provide the parent(s) written District registration requirements;
- Provide the parents/guardians written information with respect to available District programs for preschool students, including general education placement options;
- Provide the parents/guardians a form to use to request that the Part C service coordinator be invited to the child's initial I.E.P. meeting.

The Part C service coordinator will be invited to the initial I.E.P. meeting for a student transitioning from Part C to Part B.

**Policy #9:** Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under this chapter will experience a smooth transition and have an individualized education program developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

**Procedure:** The Child Study Team Chairperson will be assigned as the liaison for early intervention programs, which service disabled children. The Child Study Team Chairperson, or her/his designee, will be available to attend any transition planning meeting of a preschool student as arranged by the early intervention program. Woodland Township School District shall work collaboratively with early intervention staff to facilitate the scheduling and attendance of this transition plan meeting.

All preschoolers identified as Eligible for Special Education and related services shall have an Individualized Education Plan in place no later than their third birthday as mandated by N.J.A.C. 6A:14. If the third birthday occurs over the summer, the I.E.P. team will determine the start date.

**Policy #10: Full Educational Opportunity**

Full educational opportunity to all students with disabilities is provided.

Provision of full educational opportunity to educationally disabled pupils.

The Board of Education is responsible for providing education for all children resident in the District. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the Child Study Team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the Board of Education cannot provide required instruction and related services from its own resources and facilities, the Board will seek appropriate placement outside the District, and will assume such costs of that placement as are required by law.

The goal of the Board's special education program is to provide full educational opportunity to all educationally disabled resident pupils ages three (3) through twenty-one (21), as those terms are defined in Federal and State law. The Board will make available to parents/guardians of educationally disabled children below the age of three (3) information regarding services available through other State, County and local agencies.

The Superintendent shall ensure that the District's special education programs comply with the law in every respect, including fiscal regulations and reports.

The Superintendent shall also ensure that the District plan for special education is in compliance with Administrative Code and the approved State plan for special education, according to N.J.A.C. 6A:14-4.1.

This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that describes the use of IDEA Part B funds. The Superintendent shall ensure that the plan is implemented in this District and shall supervise its operation so that it will accomplish its stated goals and objectives.

Participation of and consultation with the parents/guardians of educationally disabled pupils toward the goal of providing full educational opportunity to all educationally disabled pupils ages three (3) through twenty-one (21).

In order to achieve the District's goal of providing full educational opportunity to all educationally disabled pupils in accordance with the Administrative Code, parent/guardian participation shall be sought in every successive stage of the special education decisional process, pursuant to N.J.A.C. 6A:14-2.3 and 2.4. All notifications shall be made and all necessary conferences conducted in the language used for communication by the parent/guardian and the pupil unless it is not feasible to do so, in which case the provisions of Administrative Code shall be followed.

Written notice to parents/guardians and/or adult pupils shall be provided as follows:

1. The Board shall provide written notice no later than fifteen (15) calendar days after making a determination;
2. The Board shall provide written notice at least fifteen (15) calendar days prior to the implementation of a proposed action so that the parents/guardians and/or adult pupil may consider the proposal.

The Superintendent shall develop and present to the Board for review and adoption procedures for:

1. Giving notice to parents/guardians when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the Administrative Code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to low-cost legal counsel and fees;
2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;
3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process, which cannot be settled between the original parties.
5. Particularly, parental consent shall be obtained prior to implementation of the initial I.E.P. resulting from evaluation; prior to reevaluation except in the circumstances outlined in code; and prior to the release of pupil records according to N.J.A.C. 6:3-6.

Procedures set out in the Administrative Code shall be followed when parent/guardian cooperation and/or participation cannot be obtained. When necessary, a surrogate parent shall be appointed to ensure the protection of a pupil's rights when the parents/guardians cannot be identified or located or the child is a ward of the State of New Jersey. The District shall select and train such surrogate parent in compliance with the Administrative Code.

No more than ninety (90) calendar days after parental consent has been received shall be allowed for the evaluation, determination of eligibility and, if the pupil is eligible, the development and implementation of the I.E.P.

### **Policy #11: Records**

The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

Compilation, maintenance, access to and confidentiality of pupil records according to N.J.A.C. 6:3-6.4 through -6.6.

To ensure proper accessibility and confidentiality, the records of educationally disabled pupils shall be gathered, updated, maintained, stored, transferred, made accessible and finally disposed of in accordance with the District Policy #5125 on Student Records in general. To assure the security of special education records:

1. Provision shall be made for access and security of computer-stored records of educationally disabled pupils;
2. Clerical and secretarial tasks related to such records shall be performed only under the supervision of appropriately certified staff.

As with all pupil records, access shall be guaranteed to persons authorized according to N.J.A.C. 6:3-6.5 within ten (10) days of the request, but prior to any review or hearing conducted in accordance with State Board of Education regulations.

For the District's general policy and regulation on pupil records see #5125, which deals with all requirements common to disabled and general pupil records including enumeration and description of records, provisions for access, notice to parents/guardians of their rights in regard to the child's records, etc. NOTE: YOUR GENERAL POLICY ON PUPIL RECORDS SHOULD BE INCLUDED IN THE MATERIAL YOU SUBMIT TO THE COUNTY OFFICE.

**Policy #11:** The compilation, maintenance access and confidentiality of student records.

**Procedure:** For each educationally disabled student, an Individualized Education Plan shall be developed and implemented according to N.J.A.C. 6A: Parents, guardians and adult students shall receive a copy of the I.E.P. At least annually, the student's I.E.P. shall be reviewed and revised.

Each special education teacher responsible for the instruction of the child shall be provided a copy of the I.E.P. All teachers shall be provided an instructional guide, current educational status summary, and program modification guide pertaining to each disabled child they teach.

**Policy #11:** The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-6.

All teachers responsible for the education of a student classified as Eligible for Special Education and Related Services shall meet with a member of the Child Study Team at the beginning of the school year or the student's entrance into special education to review all components of that student's Individualized Education Plan.

Copies of each student's I.E.P. shall be kept in the Child Study Team Office, located in Woodland Township Elementary School. Regular education teachers and related services personnel assigned educationally responsibility of the student can have access to the student's I.E.P.

All copies of I.E.P.'s shall be maintained in a locked filing cabinet within the Child Study Team Office. When a teacher reviews a particular I.E.P., she/he is required to sign an access sheet stating their name and purpose for the review.

The student's Child Study Team records shall be maintained in a locked filing cabinet in the Child Study Team Office. When a student is sent out of district for placement, a copy of the I.E.P. and other appropriate Child Study Team records shall be forwarded to the receiving school with parental consent.

**Policy #12: Nonpublic School Placement by Parents**

Provision is made for the participation of students with disabilities who are placed by their parents/guardians in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.

Early Intervention

The Superintendent, or designee, shall gather and make available to parents/guardians of disabled children below the age of three (3) information regarding ameliorative services and programs provided by other State, County and local agencies. The procedures for such dissemination shall be reviewed and adopted by the Board.

Preschool Disabled Program

The Superintendent shall develop and propose for Board adoption programs and related services for pupils ages three (3) through five (5) who have been identified and classified as preschool disabled. Such programs and services shall be in strict accordance with New Jersey Administrative Code.

Placement in Nonpublic Schools

The Board shall provide a genuine opportunity for the equitable participation of pupils with disabilities who have been enrolled in nonpublic schools by their parents/guardians, in accordance with Federal law and regulations. All special education programs and services shall be provided with the consent of parents/guardians.

Pupils shall receive programs and services as specified in N.J.A.C. 6A:14-6.1.

Limited English Proficient

Pupils with limited English proficiency may have educationally disabling conditions that must be addressed in order to provide them the full educational opportunity that is the goal of the District for every child. Evaluation procedures shall be selected so that the pupil's cultural background and language abilities are taken into consideration unless it is clearly unfeasible to do so; and shall accurately reflect the pupil's ability rather than the impairment. All actions under Parent/Guardian Notification, Consent and Participation are to be conducted in the parents'/guardians' dominant language, unless that is clearly impossible. In that case, care shall be taken that the facts and procedures are made intelligible to the parents/guardians.

Cooperation with Other Agencies

The Superintendent shall investigate the possibilities of working with organizations and agencies providing services for the disabled, and shall present feasible programs and relationships to the Board for consideration.

Evaluation of Program

At least annually, the Board shall review in a public meeting evidence of progress toward achievement of the special education plan as a whole, the success of identification procedures specifically, and the effectiveness of implementation of I.E.P.'s.

**Policy #13: Private School Placement by Board of Education**

Students with disabilities who are placed in private schools by the District Board of Education are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

Provision of full educational opportunity to educationally disabled pupils.

The Board of Education is responsible for providing education for all children resident in the District. All reasonable efforts will be made to resolve an enrolled child's learning and adjustment difficulties prior to his/her referral to the Child Study Team for screening and/or evaluation. When a pupil is found eligible for special education and related services and the Board of Education cannot provide required instruction and related services from its own resources and facilities, the Board will seek appropriate placement outside the District, and will assume such costs of that placement as are required by law.

The goal of the Board's special education program is to provide full educational opportunity to all educationally disabled resident pupils ages three (3) through twenty-one (21), as those terms are defined in Federal and State law. The Board will make available to parents/guardians of educationally disabled children below the age of three (3) information regarding services available through other State, County and local agencies.

The Superintendent shall ensure that the District's special education programs comply with the law in every respect, including fiscal regulations and reports.

The Superintendent shall also ensure that the District plan for special education is in compliance with Administrative Code and the approved State plan for special education, according to N.J.A.C. 6A:14-4.1. This plan shall consist of policies, procedures, assurances, a comprehensive system of personnel development, data collection and an application that described the use of IDEA Part B funds. The Superintendent shall ensure that the plan is implemented in this District and shall supervise its operation so that it will accomplish its stated goals and objectives.

Placement of educationally disabled pupils in the least restrictive environment according to N.J.A.C. 6A:14-4.2.

Educational placement decisions made for each disabled pupil shall always be, insofar as possible, in the least restrictive environment commensurate with the pupil's educational needs. This means that to the maximum extent appropriate, educationally disabled pupils shall be educated with children who are not educationally disabled. These decisions should be designed to produce a positive effect on the pupil and to ensure the quality of services which he/she requires.

The Superintendent shall encourage positive attitudes toward the educationally disabled in all District pupils and personnel.

Special classes, separate schooling or other removal of educationally disabled pupils from the regular educational environment shall occur only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

In order to ensure a continuum of alternative placements, when the Board cannot provide required instruction and related services from its own resources and facilities, it will seek appropriate placement outside the District and will assume such costs of that placement as are required by law.

Placement of a disabled pupil in the least restrictive environment shall be determined annually. Placement shall be provided in appropriate educational settings as close to home as possible. When the I.E.P. does not describe specific restrictions, the pupil shall be educated in the school he/she would attend if not disabled.

### **Policy #14: Personnel**

All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.

The certification of teachers and other personnel in the public schools of New Jersey is a protective measure for the children, the community, and the staff members themselves. All personnel hired shall have proper certification as required by the State Board of Education.

Validity of certification must be verified with the County Office.

The Superintendent must receive valid evidence of proper certification or qualifications to pursue the alternative route to certification before presenting a candidate to the Board.

Provisionally Certified Teachers

The Board of Education encourages the employment of newly prepared teachers for service in their first year of employment under a one-year provisional certificate. The Superintendent shall prepare and submit a plan to the State Department of Education ensuring adequate training of provisional teachers.

The Superintendent shall provide each employed provisionally certified teacher with:

- A. The guidance of a professional support team comprised at a minimum of the Superintendent and an experienced mentor teacher.
- B. A minimum of three (3) evaluations of the provisional teacher’s classroom performance.

**Policy #15: Staff Development**

The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and appropriate in-service training is provided. The District Board of Education shall maintain information to demonstrate its efforts to:

- 1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
- 2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
- 3. Acquire and disseminate to teachers, administrators, School Board Members, and related services personnel, significant knowledge derived from educational research and other sources and how the District will, if appropriate, adopt promising practices, materials and technology;
- 4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
- 5. Provide for joint training activities of parents and special education, related services and general education personnel.

Establishment and implementation of procedural safeguards according to N.J.A.C. 6A:14-2.3 through -2.4 and N.J.A.C. 1:6A.

The Board of Education directs the Superintendent to establish and implement the required procedural safeguards.

Procedural safeguards shall include:

- 1. Giving notice to parents/guardians per N.J.A.C. 6A:14-2.3 when an initial request is being made for consent to evaluate or when a proposal has been made to initiate or change a classification, evaluation or educational placement of the pupil, or the provision of a free, appropriate education. For each instance, all required information and documentation shall be supplied to the parents/guardians within the timelines set by the Administrative Code. Particular care must be taken to inform parents/guardians of their right to appeal and their rights in regard to legal fees;
- 2. Seeking consent of parents/guardians to the actions in 1, when such consent is required;

3. Seeking parent/guardian participation in conferences and determinations as specified in 1, and in evaluation of the success of the educational plan for their child. When necessary, conference schedules shall be altered to accommodate working parents/guardians;
4. Mediation when disputes arise during any stage of the special education process, which cannot be settled between the original parties.

The Superintendent shall ensure that the District's special education programs comply with the law in every respect, including fiscal regulations and reports.

These procedures shall provide all due process protection for the rights of the pupil and his/her parents/guardians. Procedures shall be conducted in strict compliance with the provisions of the Administrative Code dealing with parental notification, consent and involvement, including determination of the parents'/guardians' dominant language and necessary accommodations if the language is other than English or if the parents/guardians are deaf.

To implement achievement of the Board's goal for provision of special education, the Superintendent shall oversee development of a written plan for special education conforming to the State plan for the educationally disabled. The plan shall consist of policies, procedures, assurances; a comprehensive system of personnel development; data collection and an application that described the use of IDEA Part B funds.

#### Staff Development; In-Service Education/Visitations/Conferences

The Board of Education recognizes its legal obligation to provide in-service activities to further the ability of the teaching staff to progress toward achievement of District goals and objectives. It is of particular concern to the Board that continuing education for teaching staff provide demonstrable contributions toward student achievement of the Core Curriculum Content Standards.

The Superintendent shall develop a comprehensive management system for staff professional improvement and shall assist staff members in the area of professional improvement by providing relevant information regarding workshops, professional meetings and course offerings.

To be in compliance with State requirements, each teacher employed in this District as of the effective date specified in code shall complete 100 clock hours of State-approved continuing professional development and/or in-service every five (5) years. Appropriate steps toward achieving this goal shall be included in the content of each teaching staff member's annual professional improvement plan.

The 100-hour requirement may be satisfied through a combination of State-approved experiences including: formal courses and conferences sponsored by colleges, district boards of education, professional associations, training organizations or other entities recommended by the Professional Teaching Standards Board and approved by the Commissioner of Education. Part or all of the 100-hour requirement may be satisfied through an in-service program that has been approved by the County Professional Development Board under standards established by the Commissioner based on the recommendation of the Professional Teaching Standards Board. Completion of each actual hour of approved training shall satisfy the requirement for one hour of continuing education.

In accordance with Administrative Code, the Board shall establish a Professional Development Committee in order to assess in-service needs and professional development opportunities and to plan and implement professional development programs to assure that the students of this District achieve the Core Curriculum Content Standards. This committee shall be comprised of four teachers, elected by the instructional staff through its majority representative and two administrative staff appointed by the Superintendent. The committee shall include the Superintendent as an ex officio member and shall solicit input from parents, community members and local business leaders. Plans developed by the committee shall be submitted for approval to the County Professional Development Board and then to the Board of Education. The Board of Education reserves the right to deny any plan that fails to advance District goals and objectives; is not conducive to student achievement of the Core Curriculum Content Standards; or

contravenes current negotiated agreements, other Board policies, student safety and well-being, continuity of the instructional program, or budgetary constraints.

Staff participation that may require released time and/or financial reimbursement from the Board will be determined by the Board of Education after recommendation by the Superintendent.

Staff members who participate in out-of-district programs at Board expense shall submit a written report highlighting the main thrust and ideas observed by the participant.

#### Mandated In-Service Programs

The Superintendent shall arrange development of appropriate in-service presentations, seminars and/or workshops on affirmative action/equity, special education, child abuse, drug/alcohol abuse awareness, handling blood and body fluids, possible hazardous substances in the workplace and other topics specifically required by Federal or New Jersey law. These required presentations, seminars and/or workshops shall not count automatically toward the required 100 clock hours of continuing education every five (5) years.

**Policy #15:** In-service training needs for professional and para-professional staff who provide special education, general education or related services are identified and appropriate in-service training is provided.

**Procedure:** The Child Study Team Chairperson, in collaboration with the Superintendent, will be responsible for the identification, development and implementation of in-service training to District staff who provide services to educationally disabled students. A needs assessment shall be conducted yearly to identify areas of need. Results of the needs assessment shall be shared with the Superintendent at the end of the school year and a tentative in-service training schedule shall be created.

The focus of in-service training shall include:

1. Preparing general and special education staff with the content knowledge and collaborative skills necessary to meet the needs of students with disabilities;
2. Enhancing the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquiring and disseminating to teachers, administrators, school board members and related services personnel significant knowledge derived from educational research and other sources and how the District will, if appropriate, adopt promising practices, materials and technology. In-service training focused on technology shall be included yearly in staff development programming. Specific topics included in technology training shall be identified in the needs assessment survey completed by staff;
4. All in-service training shall be integrated to the maximum extent possible with other professional development activities. Where appropriate, collaboration with institutions of higher learning or other equivalent agencies will be utilized to provide in-service trainings to prepare personnel to work with children with disabilities;
5. Where appropriate, parents shall be invited to participate in training activities;
6. Documentation and attendance at all in-service activities will be obtained in having the participants sign in. Announcements of the in-service and agendas will be maintained as documentation that in-services will be provided;
7. With approval from the Superintendent, staff may request to attend training, where appropriate, in addition to what is provided by the School District;
8. At the culmination of each training, participants will complete a feedback form/survey regarding the effectiveness of the training and ideas for future programming;
9. Outcome of needs assessment information training activities and outcome surveys will be maintained for three (3) years following the completion of such activities.

**Policy #16:** Instructional materials will be provided to blind or print-disabled students in a timely manner.

**Procedure:** Instructional materials will be provided to blind or print-disabled students in accordance with the District plan. That plan is the Individualized Education Program of each student with a disability, which will set forth the instructional materials needed, how they will be provided, and address any assistive technology needed to permit the student to utilize the materials.

**Policy #17:** For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the District will provide, pursuant to the Uniform Application Act, N.J.S.A. 30:4-25.10 et. seq., the necessary materials to the parent/guardian to apply for such services.

**Policy #18:** When the School District utilizes electronic mail, parents/guardians are informed as to whether they may use electronic mail to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. If this is permitted, parents/guardians shall be informed of the procedures to access the electronic mail system and that they may not utilize electronic mail to provide written consent when the District provides written notice and seeks parental consent as required by N.J.A.C. 6A:14.

**Policy #19:** The School District will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's I.E.P.

**Policy #20: Special Education Plan**

Complying with other aspects of the District program for special education and/or requirements of N.J.A.C. 6A:14.

Written Plan

To implement achievement of the Board's goal for provision of special education, the Superintendent shall oversee development of a written plan for special education conforming to the State plan for the educationally disabled. After the plan has been approved by the Board of Education and the County Superintendent, the Superintendent shall implement it in this District and supervise its operation so that it will accomplish its stated goals and objectives. The plan, any alterations to it, and an evaluation of its effectiveness will be shared annually with the community.

**Policy #21: Discipline of Special Education Students**

In general, educationally disabled pupils are subject to the same disciplinary constraints and sanctions as nondisabled pupils. However, before disciplinary action is taken against an educationally disabled pupil, consideration must be given to whether the behavior is caused by the disabling condition, whether the program that is being provided meets the pupil's needs, whether a component of the pupil's I.E.P. covers the behavior, or whether the pupil is an immediate to himself/herself or others.

A disabled pupil may be removed for disciplinary reasons from his/her current educational placement to an interim alternative educational setting, another setting, or a suspension without the provision of educational services for up to ten (10) consecutive or cumulative school days in a school year. Such suspensions are subject to the same District Board of Education procedures as nondisabled pupils. However, at the time of removal, the Superintendent shall forward written notification and a description of the reasons for such action to the case manager.

Procedures for imposing and implementing disciplinary sanctions on educationally disabled pupils, including removal to an interim alternative educational setting, suspension for more than ten (10) school

days in a school year, or expulsion, shall be in strict compliance with the provisions of State and Federal law and the Administrative Code.

**Policy #22: Special Education Funding**

Eligibility for State and Federal Funds

The Superintendent shall ensure that all requirements for receiving, using and accounting for State and Federal funds shall be fulfilled in an accurate and timely manner.

Procurement, control, use and disposition of equipment and supplies purchased with State/Federal funds shall be in full compliance with law.

LEGAL REFERENCES:

- N.J.S.A. 10:5-1 et seq. Law Against Discrimination
- N.J.S.A. 18A:46-1 et seq. Classes and Facilities for Handicapped Children
- See particularly:
- N.J.S.A. 18A:46-13
- N.J.S.A. 18A:46A-1 et seq. Auxiliary Services
- N.J.A.C. 5:23-7 Barrier Free Subcode of the Uniform Construction Code
- N.J.A.C. 6:3-6.1 et seq. Pupil Records
- N.J.A.C. 6:3-9.3 School Attendance
- N.J.A.C. 6:8-2.1 Quality Assurance Annual Report
- N.J.A.C. 6:8-4.1 Review of Mandated Programs and Services
- N.J.A.C. 6:11-1.1 et seq. Professional Licensure and Standards
- See particularly:
- N.J.A.C. 6:11-8.3
- N.J.A.C. 6A:7-1.7 Equality in School and Classroom Practices
- N.J.A.C. 6A:8-1.2 Scope
- N.J.A.C. 6A:8-1.3 Definitions
- N.J.A.C. 6A:8-3.1 Curriculum and Instruction
- N.J.A.C. 6A:8-4.1 et seq. Implementation of the Statewide Assessment
- N.J.A.C. 6A:14-1.1 et seq. Special Education
- N.J.A.C. 6A:15-1.4 Bilingual Programs for Limited English Proficient Students
- N.J.A.C. 6A:23-1.1 et seq. Finance and Business Services

- No Child Left Behind Act of 2001, Pub. L. 107-110, 20 U.S.C.A. 6301 et seq.
- 20 U.S.C.A. 1400 et seq. – 1990 Individuals With Disabilities Education Act,
- P.L. 101-476 (formerly Education for All handicapped Children Act—Part B)
- 29 U.S.C.A. 794 et seq. – Section 504 of the Rehabilitation Act of 1973
- 34 CFR 76.1 et seq. – General Administrative Regulation EDGAR
- 34 CFR 77.1 et seq. – General Administrative Regulation EDGAR
- 34 CFR 300 – Assistance to States for the Education of Children with Disabilities (IDEA Regulations)
- Agostini v. Felton, 521 U.S. 203 (1997), overruling Aguilar v. Felton, 473 U.S. 402 (1985)
- Honig v. Doe, 484 U.S. 305 (1988)
- Oberti v. Board of Education of Clementon School District, 995 F.2d 1204, 1216-17 (C. A.3 1993)
- Cedar Rapids Community School District v. Garrett F., 526 U.S. 66 (1999)
- Manual for the Evaluation of Local School Districts (September 2000)

WAR  
4/5/09

FIRST READING: Board of Education Meeting: 4/27/09

SECOND READING & ADOPTION: Board of Education Meeting: 6/4/09

***Action Plan Developed by Intervention and Referral Services***

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Targeted area of improvement: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Intervention strategies:

\_\_\_\_ Basic Skills Instruction

\_\_\_\_ Parent Contact

\_\_\_\_ Nurse Contact

\_\_\_\_ Counseling

\_\_\_\_ Classroom Observation

\_\_\_\_ Classroom Modifications/Interventions

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

***Pupil Assistance Committee  
K-5 Teacher Referral and Information Collection Form***

*Confidential*

*Please return this form to the Child Study Team/Pupil Assistance Committee mailbox.*

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Date of Referral: \_\_\_\_\_  
 Grade Level: \_\_\_\_\_ Date of Parent Contact/Notification: \_\_\_\_\_  
 Days Absent to Date: \_\_\_\_\_

**Reason for request for assistance:** \_\_\_\_\_  
 \_\_\_\_\_

**Academic Performance:** Please provide the information requested in the appropriate spaces below. Please also attach a copy of the student's current report card and most recent standardized test scores.

	<b><i>Current Academic Performance Levels/Grades</i></b>	<b><i>Student Strengths</i></b>	<b><i>Student Areas for Improvement</i></b>
Reading/Language Arts			
Math			
Language Arts			
Social Studies			
Science			
Expressive Arts			
Other: _____ _____	_____ _____	_____ _____	_____ _____

**Classroom Performance:**

- |  |  |
|--|--|
| <input type="checkbox"/> Failure in one or more subject areas (identify) _____ | <input type="checkbox"/> Short attention span, easily distracted                         |
| <input type="checkbox"/> Drop in grades, lower achievement                     | <input type="checkbox"/> Poor short-term memory, e.g. can't remember one day to the next |
| <input type="checkbox"/> Needs directions given individually                   | <input type="checkbox"/> Finds it hard to study  |
| <input type="checkbox"/> Does not ask for help when needed                     | <input type="checkbox"/> Gives up easily   |
| <input type="checkbox"/> Prefers to work alone                                 | <input type="checkbox"/> Lacks desire to do well in school                               |

**SPECIAL EDUCATION**

**POLICY #6171.4**

- Does not complete homework
  - Does not complete in-class assignments
  - Homework is disorganized or incomplete
  - Other: \_\_\_\_\_
  - \_\_\_\_\_
  - \_\_\_\_\_
- Has demonstrated ability, but does not apply self

**K-5 Teacher Referral and Information Collection Form - continued**

**Background Information – family situation, medications, counseling:** (If known, please do not ask child or family.)

- Attendance problems
- Latchkey child
- Involvement with community agencies
- Death in the immediate family
- Chronic illness in immediate family
- Divorce or separation
- Unemployment
- Single parent household
- Previously identified for drug/alcohol use
- Adjudicated for a juvenile offence
- Lives with someone other than parent
- Known medical problem
- Takes medication
- Previously involved with counseling
- Currently involved with counseling
- Previously identified for assistance
- Discusses concerns regarding drug/ alcohol use in the home
- Family member incarcerated or adjudicated

**Related Services or Programs**

**School-based**

- Basic Skills
- Speech and Language Correctionist
- Gifted and Talented Program
- Counseling
- Other Specialists or Services
- \_\_\_\_\_
- \_\_\_\_\_

**Community-based (List if known)**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Positive Qualities:** List 1-3 (or more) skills or other positive characteristics and strengths, both personal (e.g., talents, traits, interested, hobbies) and environmental supports (e.g., friends, family members, faith community) that you have observed or that apply for this student:

\_\_\_\_\_

\_\_\_\_\_

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To: Teacher  
From: CST/PAC  
RE: Parent Contact

Prior to submitting this form to CST/PAC, the teacher must contact the parent and notify them of the intent to discuss concerns with CST/PAC. This is not to get permission.

Describe contact/notification with parent:

Date: \_\_\_\_\_  
\_\_\_\_\_ Telephone  
\_\_\_\_\_ Conference

Use questions below to guide discussion:

- What today you see as areas of concern regarding:
  - Homework \_\_\_\_\_
  - Tests \_\_\_\_\_
  - Report card grades \_\_\_\_\_
  - Behavior \_\_\_\_\_
- Has there been a major change in the home that you believe may be contributing?
- Has your child had any difficulty interacting with peers?
- Do you believe there are any health issues contributing to his/her difficulty?
- What do you see as child's strengths?

**Child Study Team/Pupil Assistance Committee  
Middle School Teacher Referral and Information Collection Form**

*Confidential*

*Please return this form to the CST/PAC mailbox.*

Student Name: \_\_\_\_\_ Teacher: \_\_\_\_\_  
 Date of Birth: \_\_\_\_\_ Date of Referral: \_\_\_\_\_  
 Grade: \_\_\_\_\_ Date of Parent Contact/Notification: \_\_\_\_\_

**Reason for request for assistance:** \_\_\_\_\_  
 \_\_\_\_\_

**Check each of the following items that are of concern to you or that you have noticed regarding the above-mentioned student.**

**Class Attendance:**

\_\_\_\_\_ Frequent requests to leave class to see: \_\_\_\_\_ Frequent tardiness  
           \_\_\_\_\_ counselor \_\_\_\_\_ Frequent absences  
           \_\_\_\_\_ nurse \_\_\_\_\_ number of absences  
           \_\_\_\_\_ other: \_\_\_\_\_

**Academic Performance:** Please provide the information requested in the appropriate spaces below. Please also attach a copy of the student’s current report card and most recent standardized test scores.

	<b><i>Current Academic Performance Levels/Grades</i></b>	<b><i>Student Strengths</i></b>	<b><i>Student Areas for Improvement</i></b>
Reading/Language Arts			
Math			
Language Arts			
Social Studies			
Science			
Expressive Arts			
Other:			
_____	_____	_____	_____
_____	_____	_____	_____

**Middle School Teacher Referral and Information Collection Form** - continued

**Disruptive Behavior:**

- Attention-getting behavior, extreme negatives
- Fighting and/or sudden outbursts of anger and/or verbal abuse toward others
- Violating rules
- Blaming, denying
- Obscene language, gestures
- Hyperactivity, nervousness

**Physical Symptoms:**

- Sleeping in class
- Unexplained, frequent physical injuries
- Deteriorating personal appearance
- Frequent complaints of nausea or vomiting
- Smelling of alcohol or marijuana
- Unsteady on feet
- Slurred speech
- Frequent cold-like symptoms
- Glassy, bloodshot eyes

**Related/School Based Services:**

- Basic Skills
- Counseling
- Speech
- Gifted & Talented
- Other

**Background Information – family situation, medications, counseling:** (If known, please do not ask child or family.)

- Attendance problems
- Latchkey child
- Involvement with community agencies
- Death in the immediate family
- Chronic illness in immediate family
- Divorce or separation
- Unemployment
- Single parent household
- Previously identified for drug/alcohol use
- Adjudicated for a juvenile offence
- Lives with someone other than parent
- Known medical problem
- Takes medication
- Previously involved with counseling
- Currently involved with counseling
- Previously identified for assistance
- Discusses concerns regarding drug/alcohol use in the home
- Family member incarcerated or adjudicated

**Positive Qualities:** List 1-3 (or more) skills or other positive characteristics and strengths, both personal (e.g., talents, traits, interests, hobbies) and environmental supports (e.g., friends, family members, faith community) that you have observed or that apply for this student:

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**Pupil Assistance Committee  
Middle School Information Summary Form**

*Confidential*

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Check areas of concern	
<b>CLASSROOM PERFORMANCE</b>	
Failure in one or more subject areas	
Drop in grades, lower achievement	
Needs directions given individually	
Does not ask for help when needed	
Prefers to work alone	
Does not complete homework	
Does not complete in-class assignments	
Homework is disorganized or incomplete	
Short attention span, easily distracted	
Poor short-term memory, e.g., can't remember one day to the next	
Finds it hard to study	
Gives up easily	
Lacks desire to do well in school	
Has demonstrated ability, but does not apply self	
Decrease in class participation	
Cheating	
<b>SOCIAL SKILLS</b>	
Tends to stay to self, withdrawn	
Lack of peer relationships	
Appears lonely	
Slow in making friends	
Disturbs other students	
Negative leader	
Unyielding or stubborn on positions	
Argues with teacher	
Hits and/or pushes other students	
Threatens other students	
Teases other students	
Angered by constructive criticism	
Demonstrates lack of self-confidence	
Disrespects or defies authority	
Regularly seeks to be center of attention	

To: Teacher  
From: CST/PAC  
RE: Parent Contact

Prior to submitting this form to CST/PAC the teacher must contact the parent and notify them of the intent to discuss concerns with CST/PAC. This is not to get permission.

Describe contact/notification with parent:

Date: \_\_\_\_\_  
\_\_\_\_\_ Telephone  
\_\_\_\_\_ Conference

Use questions below to guide discussion:

- What today you see as areas of concern regarding:  
Homework \_\_\_\_\_  
Tests \_\_\_\_\_  
Report card grades \_\_\_\_\_  
Behavior \_\_\_\_\_
- Has there been a major change in the home that you believe may be contributing?
- Has your child had any difficulty interacting with peers?
- Do you believe there are any health issues contributing?
- What do you see as child's strengths?

***Pupil Assistance Committee  
School Nurse/School Health Form***

***Confidential***

To: Christina Peck, School Nurse [to be completed for each student referred to CST/PAC]

From: CST/PAC

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Please complete and return this form to the CST/PAC by next meeting.

**Health History**

Is the student currently taking any medication? If yes, please identify. \_\_\_\_\_

\_\_\_\_\_

Are you aware of any prior use of medication by the student? If yes, identify each medication and condition treated. \_\_\_\_\_

\_\_\_\_\_

Are you aware of any medical or other condition that could interfere with the student's ability to perform in school? If yes, please describe the condition and its implications. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Health Assessment**

Date of birth: \_\_\_\_\_

Weight: \_\_\_\_\_

Height: \_\_\_\_\_

Hearing: \_\_\_\_\_

Vision: \_\_\_\_\_

Posture: \_\_\_\_\_

Skin: \_\_\_\_\_

Comments: \_\_\_\_\_

**Socialization**

Observable behaviors: \_\_\_\_\_

Behavioral changes: \_\_\_\_\_

Comments: \_\_\_\_\_

**Physical Appearance** (e.g., personal hygiene, fatigue, odor of smoke, attire)

\_\_\_\_\_

\_\_\_\_\_