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SPECIAL EDUCATION

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.

By February of each school year, the Northvale Public Schools, through the Region III office and via the Region III Director, in an effort to locate all children who may be disabled, reside in the district, and are between the ages of three and twenty-one, will notify the public of the services available through the Northvale School District and how to access these services. This outreach will be accomplished through fliers and letters to all nonpublic and public schools within the district and nonpublic schools in the surrounding towns, local area pediatricians, hospitals, clinics, libraries, places of worship, and appropriate social and welfare agencies. The effort shall be extended to the location of all students regardless of the severity of their disability and shall include students who are highly mobile such as migrant, homeless and students being moved from grade to grade.

Advertisements will also be placed in the local area newspapers, on the local cable television station and on the Northern Valley web site by the Region III Director's Office. All attempts will be made to reach the public in their native language unless it is not feasible to do so.

Nonpublic schools or parents/guardians of children who attend nonpublic schools may make referrals regarding potentially disabled pupils directly to the school principal who will complete the appropriate referral forms and initiate the referral process. Bergen County Special Services School District is contracted to complete the nonpublic school Child Study evaluations for the Northvale School District. Child find activities for nonpublic school students are comparable to activities conducted for public school students. Child find activities for nonpublic school children provide for consultation with appropriate representative of the nonpublic school students on how to carryout these activities.

Procedures for Interventions in the General Education Program



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Interventions in the general education program to alleviate educational problems shall be provided to a pupil unless the pupil's educational problem(s) is/are such that direct referral to the child study team (CST) is required.

General education staff members shall be instructed by the Pupil Assistance Committee in the criteria /steps for initiating interventions in the general education program. This committee will convene with parents/guardians, teachers and other school professionals, as appropriate, who are informed of procedures to initiate interventions in the general education program. The child's teacher shall maintain written documentation of the implementation and effectiveness of the interventions. A copy of the written documentation of the implementation and effectiveness of the interventions maintained by the Pupil Assistance Committee. They may recommend further interventions or a referral to the Child Study Team. A statement that of the written inventions are given to the parents/guardians.

Staff will be in-serviced annually by the building principal or designee regarding the procedures for initiating and providing intervention services.

The Superintendent of Schools or his designee will oversee the district's implementation and effectiveness of the procedures for interventions in the general education program.

The Pupil Assistance Committee (PAC) will be in place in Northvale school buildings. The building principal or designee will be responsible for the following:

1. The implementation and effectiveness of building level PAC committee.
2. Will identify roles and responsibilities of building staff who participate in planning and providing intervention services.
3. Review, assess and document the effectiveness of the services provided in achieving the outcomes identified in the intervention plan.
4. PAC Committee shall:
 - a. Plan and provide appropriate intervention services;
 - b. Actively involve parents/guardians in the development and implementation of intervention plans;
 - c. Develop an action plan for an identified pupil which specifies specific tasks, resources, persons responsible, completion dates, date for review;
 - d. Coordinate the services of community based social and health



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- d. Coordinate the services of community based social and health provided agencies;
 - e. Process and complete the documentation forms; and
 - f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan.
5. The building principal will insure that:
- a. PAC Committee receive in-service training by the building principal or designee.
 - b. Staff handbooks include information regarding intervention procedures.
 - c. New instructional staff attend the district's orientation program which includes information on PAC Committee.
 - d. School calendars provide information on intervention services..
 - e. Parent/pupil handbooks include information on intervention services.

Procedures for Referral

The principal refers a potentially disabled student in the Child Study Team: 1) after receiving a written request from the pupil's parent or guardian; 2) at the recommendation of the pupil assistance committee; 3) when the child's educational problem(s) are so severe that direct referral to the Child Study Team can be supported and documented. (Students may be referred to the Child Study Team even if they are advancing from grade to grade.) Referral information shall include the family's native language. (See attached referral form).

When a principal receives a parent's/guardian's written request for referral the principal immediately notifies the nurse and requests a summary and review of health and medical information along with a completed vision and audiometric screening. This must be completed then immediately and the principal forwards the health information along with the request and any supporting documentation to the Child Study Team Chairperson. When a principal refers a student because the child's educational problems are so severe that direct referral to the Child Study Team can be supported and documented, the principal forwards this documentation including the results of the child's summary and review of health and medical information plus vision and audiometric screening to the Child Study Team.

Upon receipt of written referral, the office of child study stamps the date as receipt of the written request, assigns a case manager (Child Study Team) and within 20 calendar days (excluding school holiday but not summer vacation or weekends) schedules a



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school holiday but not summer vacation or weekends) schedules a meeting attended by the Child Study Team, parent/guardian and general education teacher with knowledge of the student's educational performance or the district's programs. The purpose of this meeting shall be to review existing data, and determine whether an evaluation is warranted. If so, the nature and scope of the evaluation will also be determined. If it is a preschool child of the suspected disability includes a language disorder, a speech-language specialist shall also attend this meeting. If the parent/guardian are limited English proficient, attempts shall be made to secure an interpreter for this and all ensuing special education meetings.

School personnel, parents/guardians and agencies are informed of referral procedures.

The Child Study Team secretary will send a written notice to parents/guardians with a time and date for this meeting, along with a copy of the Parental Rights in Special Education booklet.

As a follow-up, the Child Study Team secretary will contact the parent/guardian by telephone to reconfirm the meeting date and answer any questions the parent/guardian may have.

Students with disabilities are included in Statewide and district wide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. SA: 14-4.11.

Procedures for Exemption from Statewide Testing

The IEP Team decides if the pupil will participate or be exempted from each subject area of the statewide assessment. The IEP Team shall determine whether or not a student is capable of correctly answering a minimum of one question on any of the Statewide Assessments. If it is determined that the child can successfully answer at least one of the questions on the Statewide Assessment the student shall not be exempt from taking the assessment. The IEP Team shall also determine appropriate modifications on an individual basis for all students taking the Statewide Assessment. The IEP Team will also identify any content areas in which the student will not participate in the State Assessment, the reason for this exemption and how the student will be assessed on those content areas. The alternative assessment strategies will be specified in the IEP.

For students who the IEP Team determines are exempt from taking the statewide Assessment, their IEP goals and objectives will reflect the Core Curriculum Content Standards for Students with severe disabilities. The evaluation procedure shall measure the



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severe disabilities. The evaluation procedure shall measure the progress in the core curriculum standards.

The IEP Team will ensure that pupils who attend out of district schools are included in the statewide assessment program unless exempted by the IEP Team.

The IEP Team will review IEPs of pupils who are exempt from participation in the statewide assessment program to ensure that they contain proposed alternative assessment strategies, or other appropriate activities and all required documentation.

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

The Northvale Board of Education in accordance with State and Federal regulations does not provide services for short-term removal of students with disabilities for disciplinary reasons unless provided for general education students. Short term removal is defined as 10 days or less. The building principal or designee is responsible for discipline. He/she shall count the number of removals and on each occasion send written notification, including the reasons for the removal, to the Child Study Team case manager. When a series of short term removals accumulate to more than 10 days, the principal will consult with the case manager to determine whether the removals constitute a change of placement. Written documentation of the consultation shall be maintained by the principal. Either before or not later than 10 business days after either first removing the student for more than 10 school days in a school year, or commencing a removal that constitutes a change of placement, and if the district did not conduct a functional behavioral assessment and implement a behavioral intervention plan for the student prior to the behavior that resulted in the removal, the IEP team, including the parent/guardian, shall meet to develop a behavioral assessment plan. If the student already has a behavioral intervention plan, the IEP team shall meet to review the plan and its implementation and modify the plan to address the behavior. If the student has a behavioral intervention plan and has been removed for more than 10 school days and it is determined that the removal does not constitute a change in placement, the IEP team members shall review the behavioral intervention plan and its implementation to determine if modifications are necessary. If one of the members of the IEP team believes that modifications are needed, the team shall meet to modify the plan and its implementation. In



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shall meet to modify the plan and its implementation. In addition, at the annual review of all students who meet the category of emotionally disturbed or socially maladjusted, the IEP team will include a review of the behavioral intervention plan as part of the IEP.

If a student attends an in-school suspension program he/she will be provided an opportunity to progress in the general education curriculum, and will be given services and modifications appropriately to advance toward achieving IEP goals and objectives. He/she will also be provided the opportunity to be with non-disabled peers to the extent the student would have in current placement and will not be marked absent for being in in-school suspension, nor shall it count as a day of removal. If a child is suspended from transportation and is therefore unable to attend school, this absence will be counted as a day of suspension. If the removal of the student does not constitute a full day, then the time shall be counted proportionately.

Procedures regarding the provision of a free, appropriate public education to preschool age students with disabilities.

To refer a preschool child any parent/guardian or agency working with a child with a suspected disability who may be eligible for special education and related services shall contact the Child Study Team Chairperson. The Child Study Chairperson shall provide the parent/guardian or agency information regarding the referral process. Upon receipt of the written referral, the Child Study Team office date stamps the receipt of the written request, assigns a case manager from the child study team and within 20 calendar days, excluding school holidays but NOT summer vacation and weekends, schedules a meeting. The meeting shall be attended by the Child Study Team which includes a speech language specialist, the parent/guardian, a regular education teacher with knowledge of the child's educational performance and/or district's programs. The purpose of this meeting shall be to review existing data and make a determination regarding the need for an evaluation. If so, the nature and scope of the evaluation will also be determined. Within 90 days of consent to evaluate by the parent/guardian, the IEP team will meet to determine the child's eligibility, develop an IEP, and place the child in appropriate program. When written consent is received 90 days prior to the child's third birthday, if found eligible, an IEP will be developed and the child will be placed in a program by the child's third birthday.

Procedures Regarding the Provision of a Free, Appropriate Public



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Procedures Regarding the Provision of a Free, Appropriate Public Education to Pupils with Disabilities Who Are Advancing From Grade to Grade

The Northvale Public Schools through in-service training shall ensure pupils with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP team determines the pupil continues to require specially designed services to benefit from education and progress in the general education curriculum; and the IEP team will use functional assessment information to support the determination to continue eligibility.

Adopted: 28 September 1998
Revised: 23 October 2000

