

POLICY

STAFFORD TOWNSHIP BOARD OF EDUCATION

PROGRAM
2461/page 1 of 4
Special Education/Receiving Schools

2461 SPECIAL EDUCATION/RECEIVING SCHOOLS

To demonstrate compliance with N.J.A.C. 6A:14 and the Individuals with Disabilities Education Act, the Board adopts policies and regulations/procedures that are required. These policies and regulations/procedures will be submitted with a Special Education Assurance Statement for Receiving Schools for Policies and Procedures as required.

1. Pupils with disabilities who are placed in a receiving school by a district Board of Education must have an Individualized Education Program (IEP) in effect prior to the delivery of services.
 - a. The Board shall provide written notification to the New Jersey Department of Education through the County Office within ten calendar days of the placement. Such notice must include a copy of the student's IEP.
 - b. Procedures regarding the pupil's IEP shall be developed and implemented to ensure that the receiving school determines whether the pupil's IEP can be implemented in that setting prior to accepting the pupil [N.J.A.C. 6A:14-7.5(b)1].
 - c. Representatives of the program and the Board shall participate in meetings according to N.J.A.C. 6A:14-2.3(k)2.
2. The receiving school will collaborate with the sending district Board of Education in the provision of a free, appropriate public education for the population served including pupils with disabilities who are suspended.
 - a. Procedures regarding the provision of a free, appropriate public education to pupils with disabilities who are suspended will be developed and implemented to ensure that school officials responsible for implementing suspensions/expulsions in the receiving school are identified.
 - b. Each time a pupil with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager of the sending district.



POLICY

STAFFORD TOWNSHIP BOARD OF EDUCATION

PROGRAM
2461/page 2 of 4
Special Education/Receiving Schools

- c. A system will be in place to track the number of days a pupil with disabilities has been removed for disciplinary reasons.
- d. Suspension from transportation is/is not counted as a day of removal as more specifically set forth in Regulation 2460.8.
- e. Removal for a portion of the school day is counted proportionately.
- f. If the receiving school has an in-school suspension program, participation in the program is not counted as a day of removal if the program provides the following:
 - (1) Opportunity for the pupil to progress in the general curriculum;
 - (2) Services and modifications specified in the pupil's IEP;
 - (3) Interaction with peers who are not disabled to the extent they would have interaction with in the current placement; and
 - (4) The pupil is counted as present for the time spent in the in-school suspension program.
- g. If a pupil with a disability is removed from his or her educational placement for disciplinary reasons for more than 10 consecutive school days in a school year then it shall constitute a change of the pupil's educational placement. Similarly, if a pupil with a disability receives a series of short-term removals which amount to more than 10 cumulative school days in a school year then school officials in the receiving school in consultation with the case manager of the sending district shall confer to determine whether the series of removals constitutes a change in placement because of factors such as the length of each removal, the total amount of time the student is removed and the proximity of the removals to one another:



POLICY

STAFFORD TOWNSHIP BOARD OF EDUCATION

PROGRAM
2461/page 3 of 4
Special Education/Receiving Schools

- (1) The Director of the receiving school and the sending district case manager will follow the procedures set forth in Regulation #'s 2461.02 and 2460.8;
 - (2) Written documentation of the consultation between school officials and the case manager of the sending district will be maintained by the Child Study Team Secretary of the receiving district.
3. The compilation, maintenance, access to and confidentiality of pupil records will be in accordance with N.J.A.C. 6A:14-7.9 and 6A:32-7.1 et seq.
 - a. The IEP will be accessible to each teacher or service provider in accordance with N.J.A.C. 6A:14-3.7(a)2.
 - b. All pupil records will be returned to the sending district within fifteen calendar days of a pupil's last day of enrollment.
4. Pupils with disabilities, who are placed in receiving schools by a district Board of Education, will be provided special education and related services at no cost to their parents or legal guardian(s).
5. The programs and services provided by the receiving school will be in accordance with the requirements of N.J.A.C. 6A:14-1.1 et seq.
 - a. If a change in the delivery of special education or related services is necessary due to a change in personnel or pupil need, the receiving school will contact the sending district to convene an IEP team meeting to review and, if appropriate, revise the IEP.
6. All personnel serving pupils with disabilities will be appropriately certified and licensed where a license is required as stated in N.J.A.C. 6A:9.
7. The receiving school will terminate the placement of a pupil with disabilities according to N.J.A.C. 6A:14-7.7(a) and (a)1.
8. The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services will be identified and appropriate in-service training will be



POLICY

STAFFORD TOWNSHIP BOARD OF EDUCATION

PROGRAM
2461/page 4 of 4
Special Education/Receiving Schools

provided. The receiving school will maintain information to demonstrate its efforts to:

- a. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
- b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of pupils with disabilities that impedes the learning of pupils with disabilities and others;
- c. 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;
- d. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities;
- e. Provide for joint training activities of parents and special education, related services and general education personnel; and
- f. Procedures shall be developed and implemented to ensure that the training needs of paraprofessionals, professionals and parents of pupils with disabilities in the five specified areas are identified and met.

Adopted: 22 July 2004
Revised: 16 August 2007
Revised: 21 October 2010

