

REGULATION

POINT PLEASANT SCHOOLS

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R 2461 SPECIAL EDUCATION/RECEIVING DISTRICTS

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2461.01 Special Education/Receiving Schools – IEP Implementation
- R 2461.02 Special Education/Receiving Schools – Suspension/Expulsion
- R 2461.03 Special Education/Receiving Schools – Pupil Records
- R 2461.05 Special Education/Receiving Schools – IEP Compliance
- R 2461.08 Special Education/Receiving Schools – In-Service Training

Definitions:

Refer to N.J.A.C. 6A:14 and the Individuals with Disabilities Education Act for definitions of terms used in Regulations 2461.01 through 2461.08.

Adopted: May 26, 2009



R 2461.01 SPECIAL EDUCATION/RECEIVING SCHOOLS – IEP IMPLEMENTATION

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

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. Procedures for Ensuring the Pupil's Individualized Education Program (IEP) Can Be Implemented

1. The following procedures will be used to ensure the pupil's IEP can be implemented in the receiving school setting prior to accepting the pupil. [N.J.A.C. 6A:14-7.5(b)1]:
 - a. The Director of Special Services in the receiving school district will review the IEP.
 - b. The receiving district will only accept the pupil if the Director of Special Services determines the pupil's IEP can be implemented. The receiving district will not accept the pupil if the Director of Special Services determines the receiving district cannot implement the IEP.

B. Meetings According to N.J.A.C. 6A:14-2.3(k)2.

1. The pupil's teacher and, if appropriate, the pupil and other representatives of the receiving school, will participate in meetings according to N.J.A.C. 6A:14-2.3(k)2.

Adopted: May 26, 2009



R 2461.02 SPECIAL EDUCATION/RECEIVING SCHOOLS – SUSPENSION/EXPULSION

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

Procedures for Collaboration For Pupils With Disabilities Who Are Suspended/Expelled

The receiving school will collaborate with the district Board of Education in the provision for a free, appropriate public education for the population served including pupils with disabilities who are suspended.

1. The Building Principal or his/her designee is responsible for implementing suspensions/expulsions in the receiving school.
2. Each time a pupil with a disability is removed from his/her current placement for disciplinary reasons, the Building Principal or his/her designee will notify the case manager of the sending district.
3. The Building Principal or his/her designee will have a system in place to track the number of days a pupil with disabilities has been removed for disciplinary reasons.
4. Suspension from transportation will be counted as a day of removal if the pupil does not attend school.
5. Removal for a portion of the school day will be counted proportionately.
6. If the receiving school has an in-school suspension program, participation in the program will not be counted as a day of removal if the program provides the following:
 - a. An opportunity for the pupil to progress in the general curriculum;
 - b. The services and modifications specified in the pupil's IEP;
 - c. Interaction with peers who are not disabled to the extent they would have interaction with in the current placement; and



- d. The pupil is counted as present for the time spent in the in-school suspension program.
7. When a series of short-term removals will accumulate to more than ten school days in the year:
 - a. The Building Principal or his/her designee of the receiving school and the sending district case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(b)2;
 - b. Written documentation of the consultation between school officials and the case manager of the sending district will be maintained by the case manager and Building Principal or his/her designee of the receiving school;
 - c. If it is determined that there is no change in placement, the Building Principal or his/her designee of the receiving district, the case manager of the sending district and special education teacher will consult to determine the extent to which services are necessary to:
 - (1) Enable the pupil to progress appropriately in the general education curriculum; and
 - (2) Advance appropriately toward achieving the goals set out in the pupil's IEP.
 - d. Written documentation of the consultation and services provided will be maintained by Building Principal or his/her designee of the receiving district.
 - e. Steps will be in place to review the behavioral intervention plan and if necessary convene the IEP team as required according to N.J.A.C. 6A:14 Appendix D, 34 C.F.R. §300-520(c)(1) and (2).

Adopted: May 26, 2009



R 2461.03 SPECIAL EDUCATION/RECEIVING SCHOOLS – PUPIL RECORDS

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

- A. Procedures to Ensure the Individualized Education Program (IEP) is Accessible
1. Procedures regarding pupil records will be developed and implemented to ensure that the IEP is accessible to each teacher or service provider in accordance with N.J.A.C. 6A:14-3.7(a)2.
 2. The compilation, maintenance, access to and confidentiality of pupil records will be in accordance with N.J.A.C. 6:3-6. Access means the right to view, to make notes, and/or have a reproduction of the record.
 3. All pupil records will be returned to the sending district within fifteen calendar days of a pupil's last day of enrollment.
 4. If the IEP is copied, the receiving district will be sure the IEP is kept confidential and is maintained according to N.J.A.C. 6:3-6.4(b). The IEP will be maintained in a central file at the school attended by the pupil and if the records are maintained in a different location, there will be a notation on the central file as to where such other records are located.

Adopted: May 26, 2009



R 2461.05 SPECIAL EDUCATION/RECEIVING SCHOOLS – IEP COMPLIANCE

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

- A. Procedures Regarding the Provision of Services Required by the Individualized Education Program (IEP)
1. 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.; and
 2. 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.

Adopted: May 26, 2009



R 2461.08 SPECIAL EDUCATION/RECEIVING SCHOOLS – IN-SERVICE TRAINING

The receiving school district, in order to be in compliance with N.J.A.C. 6A:14, will provide all special education services to all special education pupils in accordance with New Jersey Administrative Code, the Individuals with Disabilities Act, Board Policies 2460 and 2461 and corresponding Regulations.

- A. Procedures to Meet the Training Needs of Paraprofessionals, Professionals and Parents of Pupils with Disabilities
1. 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 provided. The receiving school shall maintain information to demonstrate its efforts to address training as defined in the five following areas:
 - a. To prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
 - b. To 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. To 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;
 - (1) The adoption of promising practices will be addressed through the review and dissemination by the school building curriculum committee, through turnkey trainings, presentations at Board meetings, Parent-Teacher Association meetings and other methods as determined by the receiving district.
 - d. To insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and



- e. To provide for joint training activities of parents, special education, and related services and general education personnel [34 C.F.R. § 300.380].
2. The Building Principal or designee in the receiving district will conduct a needs assessment on an annual basis to identify the in-service training needs as part of the district-wide development activities.
3. The effectiveness of the in-service program will be evaluated at least once at the end of each year by a written survey administered and compiled by the Building Principal or designee.
4. Documentation of the needs assessment, training activities and evaluation procedures will be maintained by the Building Principal or designee in the receiving district for three years after the activities are completed.

Adopted: May 26, 2009

