

WELCOME

Ocean County Behavioral Health Child Protective Services And Education Systems Partnership

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Presenter Panel

<u>Carmen Fanucci</u>	Supervisor of Child Study Ocean County
<u>Diane Beard</u>	Director of Special Services, Berkeley
<u>Oliver Lokerson</u>	Director of Special Services, Manchester Township
<u>Rick Gunsalus</u>	Director of Special Services, Southern Regional District
<u>Dr. Thomas Frio</u>	Director of Special Services, Point Pleasant Borough
<u>James Sharkey</u>	Director of Special Services, Ocean Township

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Liaison Monthly School Engagement

<u>November</u>	Principals
<u>December</u>	Child Study Team/School Guidance
<u>January</u>	Registration Personnel
<u>February</u>	School Nurses
<u>March</u>	School Registrar/Attendance
<u>April</u>	Student Assistance Counselors
<u>May</u>	School Principals
<u>June</u>	Child Study Team/School Guidance

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Liaison Resource Understanding

- **SharedEdServices.com**
- **Displaced Families/Homeless Services**
- **Behavioral Health Services**
- **Education Systems**
- **Child Protective Services**
- **Out of Home Placement Protections**
- **Resource Integration**

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Public Schools Support Personnel

- **Child Study Team Staff**
- **Determination of Student Disabilities**
- **Evaluation based on Parent consent
evaluation plan**

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Public Schools
Support Personnel

➤ **Guidance Staff**

- Career goal counseling
- Personal support counseling
- Course work scheduling
- Referral to needed services

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Public Schools
Support Personnel

➤ **Social Work Counselors**

- Direct student counseling
- Referral Service

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Public Schools
Support Personnel

➤ **School Nurse**

- Maintenance of Medical Record
- Medication distribution
- Acute Care

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Public Schools
Support Personnel

➤ **Substance Awareness Counselors**

- Student Support Counseling
- Parent information service
- Referral to treatment centers

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Public Schools
Support Personnel

➤ **N.J. School Based Youth Service Personnel**

- Student Support Counseling
- Student recreation
- Student Character development
- Crisis Intervention

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Public Schools
Support Personnel

➤ **Attendance Officer**

- Consult with families
- File for court attendance review
- Monitor student attendance rate

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The Education of Homeless Children and Youth in New Jersey

Stewart B. McKinney-Vento
Education of Homeless
Children and Youth

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Homeless Children and Youth

A homeless child can attend school in one of three districts:

1. The district of origin, which is the school your child was attending when you became homeless;
- Or
2. The school district your child last attended;
- Or
3. The school district where you are living temporarily.

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Homeless Children and Youth


School Records

School district's shall:

- Assist in transferring academic/health records
- Immediately enroll student in school


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Parent Responsibility

 Enroll child in school as soon as possible when residing in a:

- Shelter
- Motel
- Other temporary housing situation

 Register at the nearest school

 At registration present when available

- Transfer Card
- Birth certificate
- Health records

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Best Interest School Placement

 School enrollment based on child's based interest


 District of origin determination of school placement in consultation with parent

 Placement decision within three (3) days

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Placement Appeals

 County Superintendent

 (County of Origin)

18

Student Transportation for Displaced Families

 **Transportation to and from school will be provided by the district where your child will be going to school.**

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Displaced Student School Records

 **Schools must assist in:**

- Transferring permanent academic records
- Transferring health records
- Registration and entrance into school without delay

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Homeless Children and Youth

6:3-7.8 Tuition

A. Homeless children enrolled in a district other than the district of origin

- District of origin shall pay the costs of tuition N.J.S.A. 18A:38-19 and N.J.A.C. 6:20-3.1.

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Homeless Children and Youth

6:3-7.8 Tuition

B. The district of origin shall include the child on the Application for State School Aid (ASSA)

- For as long as the parents/guardians remains homeless and child is enrolled in another district

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Homeless Children and Youth

6:3-7.8 Tuition

C. State fiscal responsible child

- State pays district of homeless child enrollment
 - State foundation amount
 - Special education aid

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Homeless Children and Youth

Transportation

Provided by the district where your child will be going to school

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Homeless Children and Youth

6:3-7.9 Transportation

a. The district in which the child is **enrolled shall provide transportation services and the district of origin shall pay** for any transportation costs N.J.S.A. 18A:39-1 et seq. and N.J.A.C. 6:21.

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Homeless Children and Youth

6:3-7.9 Transportation

b. Homeless children **attending school in the district of origin while temporarily residing in another district**

- District of origin shall provide for transportation N.J.A.C. 6:21

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Homeless Children and Youth

Transportation

Q1. Can district where homeless student is temporarily living transport and be reimbursed by the district of origin?

A. Yes. While the district of origin is responsible for transportation, the district can arrange to have the service provided and be reimbursed

27

Homeless Children and Youth

Transportation

Q 2. If a district of origin has no established transportation system, what is the district responsibility?

A. District of origin is still responsible for providing transportation – must investigate options with transporting districts in their counties, special education routes, or if available, educational services commissions

28

Homeless Children and Youth

Identifying Homeless Students

Q1. Is written agency notification necessary to determine homelessness?

A. No. Student homelessness must meet the definition of homeless N.J.A.C. 6:3-7

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Homeless Children and Youth

Identifying Homeless Students

Q2. How will school districts identify homeless and district of origin for the ASSA Report?

A. School districts will identify homeless students through:

- Department of Human Services
- Shelter providers
- Case managers
- Homeless parents

District liaison (temporarily living location) notification of district of origin liaison within 24 hours

30

Homeless Children and Youth

Identifying Homeless Students

Q3. Who would resolve a homeless definition dispute?

A. County Superintendent information assessment of:

- *Department of Human Services*
- *Caseworkers*
- *Shelter providers*
- *Agencies*
- *Parents*

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Homeless Children and Youth

District of Residence

Q1. What district is considered the district of origin for a runaway youth?

A. *The district of origin for a runaway youth is the district where the parent/guardian are residing.*

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Homeless Children and Youth

District of Residence

Q2. Does the school district where a homeless child is temporarily living ever count the student on its ASSA form:

A. No. *Only the identified district of origin for a homeless child counts the student on its ASSA form.*

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Homeless Children and Youth

District of Residence

Q3. Is there a specified period of time a family must live in a permanent residence before considered the district of origin?

A. No. *Regardless of the length of time the location where the parent/guardian establishes permanent residence is the district of origin*

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Homeless Children and Youth

District of Residence

Q4. If a family continues to be homeless for a long period of time, will the district of origin remain the same or does the state take responsibility?

A. *The district of origin shall remain the same for as long as the parent/guardian remain homeless*

- *Only when a district of origin cannot be determined or if the district of origin is outside the state, will the state assume fiscal responsibility*

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Homeless Children and Youth

District of Residence

Q5. If a family establishes permanent residence after the state aid count and then becomes homeless, is that district considered the district of origin?

A. Yes. *The district of origin for a homeless child is the district in which the parent/guardian last resided prior to becoming homeless. District of origin may claim ASSA aide the following year if still homeless.*

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Homeless Children and Youth

District of Residence

Q6. Who is responsible for education when parent places a child with a family member or friend due to homelessness?

A. *The district of origin where the family resided prior to becoming homeless.*

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Homeless Children and Youth

District of Residence

Q7. Is the district of origin responsible for the IEP?

A. *Yes. District of origin is responsible for the IEP and annual review N.J.A.C. 6:28.*

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Homeless Children and Youth

Fiscal

Q1. When the state assumes fiscal responsibility, who includes the child on the annual ASSA report and who is the district of origin?

A. *The child is not counted for funding on the ASSA report since the state will be paying the school district where the child is enrolled.*

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Homeless Children and Youth

Fiscal

Q2. How are out-of-state students handled concerning costs for tuition and transportation?

A. *The state assumes the cost of tuition payable to the district in which the child is temporarily residing.*

That district shall immediately enroll the child and shall assume any transportation costs.

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Homeless Children and Youth

General

Q1. What is meant by transitional housing for families?

A. *Temporary housing which homeless families may occupy before obtaining permanent housing.*

B. *The length of time a family may live in a transitional housing facility ranges from 5 to 18 months.*

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Homeless Children and Youth

General

Q2. Are families who live in apartments where they are assisted with the rent considered homeless?

A. *No. These families are in a permanent living situation and would not be considered homeless.*

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Homeless Children and Youth General

Q3. How will districts know when a homeless family finds permanent housing?

- A. *School district developed determination communication system with:*
- *District liaisons*
 - *Agency social workers*
 - *Shelter providers*
 - *School records*
 - *Parents*
 - *Attendance Officer*

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Homeless Children and Youth General

Q4. How are districts expected to document consultation with parents?

- A. *Placement decisions and right to appeal must be documented in writing by the Superintendent or designee.*
- *Signed placement decisions between parent and school district must be kept on file*
 - *Maintain written documentation of informing parent/guardian of the appeal procedure*

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SPECIAL EDUCATION

N.J.A.C. 6A:14 – Administrative Code
Special Education Program

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Special Education

- ❖ **Individuals with Disabilities Education Improvement Act (IDEIA)**
- ❖ **New Jersey Administrative Code, Title 6A, Chapter 14, Special Education**

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Special Education

- **Location, Referral and identification**
- **Evaluation**
- **Determination of eligibility**
- **Individualized Education Program**
- **Placement – Least Restrictive Environment**

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Special Education

Process requires:

- **Parental Written Consent**
- **Notice**
- **Parent Participation**
- **Meetings – Required Participants**

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**LEAST RESTRICTIVE ENVIRONMENT
REQUIREMENTS**

- **Students with disabilities shall be educated in the Least Restrictive Environment.**
- **Realtime – County Directory**

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**LEAST RESTRICTIVE ENVIRONMENT
REQUIREMENTS**

- **To the maximum extent appropriate disabled student educated with non-disabled.**

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**LEAST RESTRICTIVE ENVIRONMENT
REQUIREMENTS**

- **Special classes, separate schooling only when the severity of the disability requires regular class removal.**

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**IMPLEMENTATION OF N.J.A.C. 6A:14
6A:14-4.3 Program Options**

- **Program Options**
- **General education with supplementary aids and services:**
 - Modifications
 - Assistive technology Teacher aides
 - Related services
 - Integrated therapies
 - Consultation services
 - In-class resource programs [4.3(a)1-7]

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**Chapter 14 Special Education
N.J. Admin Code Title 6A**

➤ **Continuum**

- ✓ **Single subject resource**
- ✓ **Special class**
- ✓ **Special education other school district**

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**Chapter 14 Special Education
N.J. Admin Code Title 6A**

- ✓ **Vocational and technical school**
- ✓ **A county special services district**
- ✓ **Educational commission**
- ✓ **Jointure commission**

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Chapter 14 Special Education
N.J. Admin Code Title 6A

- ✓ Private school for students with disabilities
- ✓ A program operated by a department of New Jersey
- ✓ Community rehabilitation

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Chapter 14 Special Education
N.J. Admin Code Title 6A

- ✓ Hospital, convalescent center
- ✓ Medical institution
- ✓ Individual instruction at home or in other appropriate facilities
- ✓ Accredited nonpublic school

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Chapter 14 Special Education
N.J. Admin Code Title 6A

- ✓ Specifically approved disabilities according to N.J.A.C. 6A:14-6.5
(Non public not approved for disabled)
- ✓ Instruction in other appropriate settings according to N.J.A.C. 6A14-1.1(d)
(Other approved Public/Private)
- ✓ Early intervention program

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IMPLEMENTATION OF N.J.A.C. 6A:14

SUBCHAPTER 2. PROCEDURAL SAFEGUARDS

Surrogate Parents

- **No parent or wards of the state**
- **Unaccompanied homeless youths**
- **Appoint in 30 days**
- **Judges may appoint**

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IMPLEMENTATION OF N.J.A.C. 6A:14

SUBCHAPTER 2. PROCEDURAL SAFEGUARDS

Qualifications [2.2(e) 1-5] Surrogate Parents

- **No conflicts with student interest**
- **Possess knowledge**
- **May not be replaced without cause**
- **18 years of age**
- **Compensated, a criminal history review**

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IMPLEMENTATION OF N.J.A.C. 6A:14

SUBCHAPTER 2. PROCEDURAL SAFEGUARDS

Ward of the State, reasonable efforts to obtain parental consent for initial evaluation

- Parental rights have been terminated, or subrogated by a court
- Parental consent need not be obtained for initial evaluation

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ALTERNATIVE LIVING ARRANGEMENTS

This table is an unofficial reference and individual student determinations must be made in contact with the County Office of Education and the New Jersey Department of Children & Families-Office of State Responsible Determinations

TYPE OF PLACEMENT	PLACED BY	RESIDENTIAL CARE		CHILD STUDY TEAM		EDUCATION PROGRAMS		TRANSPORT		REPORTS PUPIL ON ASSA
		Provides	Pays	Provides	Pays	Provides	Pays	Provides	Pays	
GROUP HOMES (Includes group home, supervised transitional living homes, teaching family homes, treatment homes, respite care homes, skilled development homes)	SA DR P (unilateral placement)	SA SA SA	SA DR P	DFL DR DFL	DR DR P	DFL DFL DFL	DR DR P	DFL DFL DFL	DR DR P	DR DR N/A

Key:
 DR – District of Residence
 DFL – District in which facility is located
 SA – State Agency
 PS – Private School

* District of residence

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ALTERNATIVE LIVING ARRANGEMENTS

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TYPE OF PLACEMENT	PLACED BY	RESIDENTIAL CARE		CHILD STUDY TEAM		EDUCATION PROGRAMS		TRANSPORT		REPORTS PUPIL ON ASSA
		Provides	Pays	Provides	Pays	Provides	Pays	Provides	Pays	
RESOURCE HOME CARE (Includes family care homes, independent living arrangements, special home service placement) Host home	SA	SA	SA	DFL	DFL	DFL	DFL	DFL	DFL	DFL

Key:
 DR – District of Residence
 DFL – District in which facility is located
 SA – State Agency
 PS – Private School

* District of residence

NOTE: The district in which the foster care home is located becomes the district of residence.²

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ALTERNATIVE LIVING ARRANGEMENTS

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TYPE OF PLACEMENT	PLACED BY	RESIDENTIAL CARE		CHILD STUDY TEAM		EDUCATION PROGRAMS		TRANSPORT		REPORTS PUPIL ON ASSA
		Provides	Pays	Provides	Pays	Provides	Pays	Provides	Pays	
RESIDENTIAL CHILD CARE FACILITIES	SA	SA	SA	DR	DR	DFL or PS	DR	DFL or PS	DR	DR

Key:
 DR – District of Residence
 DFL – District in which facility is located
 SA – State Agency
 PS – Private School

* District of residence

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ALTERNATIVE LIVING ARRANGEMENTS

This table is an unofficial reference and individual student determinations must be made in contact with the County Office of Education and the New Jersey Department of Children & Families-Office of State Responsible Determinations

TYPE OF PLACEMENT	PLACED BY	RESIDENTIAL CARE		CHILD STUDY TEAM		EDUCATION PROGRAMS		TRANSPORT		REPORTS PUPIL ON ASSA
		Provides	Pays	Provides	Pays	Provides	Pays	Provides	Pays	
CHILDREN'S SHELTER FACILITIES AND HOMES	SA	SA	SA	DR	DR	DR	DR	DR	DR	DR

Key:
 DR – District of Residence
 DFL – District in which facility is located
 SA – State Agency
 PS – Private School

* District of residence

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ALTERNATIVE LIVING ARRANGEMENTS

This table is an unofficial reference and individual student determinations must be made in contact with the County Office of Education and the New Jersey Department of Children & Families-Office of State Responsible Determinations

TYPE OF PLACEMENT	PLACED BY	RESIDENTIAL CARE		CHILD STUDY TEAM		EDUCATION PROGRAMS		TRANSPORT		REPORTS PUPIL ON ASSA
		Provides	Pays	Provides	Pays	Provides	Pays	Provides	Pays	
PROGRAMS OPERATED BY THE DEPARTMENTS OF CORRECTIONS AND HUMAN SERVICES	SA	SA	SA	SA	DR	SA	DR	SA	SA	N/A

Key:
 DR – District of Residence
 DFL – District in which facility is located
 SA – State Agency
 PS – Private School

* District of residence

NOTE: The district of residence is assigned by the Division of Finance, State Department of Education

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Transfer Students

	Who	Timeline	First Action	Second Action	Timeline to Develop IEP
In-State	The CST of the district into which the student has transferred in consultation with the student's parent [4.1(g)]	Without delay [4.1(g)]	Conduct an immediate review of the evaluation information and IEP and provide a program comparable to that set forth in the student's current IEP until a new IEP is implemented [4.1(g)]	If the parents and the district agree to accept the current, the IEP shall be implemented as written [4.1(g)] If the appropriate school district staff do not agree to accept the current IEP, the district shall conduct all necessary assessments, develop and implement a new IEP [4.1(g)]	Within 30 days of the date the student enrolls in the district [4.1(g)]

Key:
 DR – District of Residence
 DFL – District in which facility is located
 SA – State Agency
 PS – Private School

* District of residence

NOTE: Transfer student must receive a comparable program until the current IEP is implemented or a new one is developed. [4.1(g)]
 Former district must take responsible steps to transfer records to the new district. [4.1(g)]
 When a student transfers from an out-of-state district, any necessary assessments that are conducted by the new district are considered part of an initial evaluation of the student.

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Transfer Students					
	Who	Timeline	First Action	Second Action	Timeline to Develop IEP
Out-of-State	The CST of the district into which the student has transferred in consultation with the student's parent [4.1(g)]	Without delay [4.1(g)]	Conduct an immediate review of the evaluation information and IEP and provide a program comparable to that set forth in the student's current IEP until a new IEP is implemented [4.1(g)]	Appropriate school district staff must review existing information and determine if an evaluation is needed. If an evaluation is determined necessary, obtain parental consent, conduct assessments, develop and implement a new IEP [4.1(g)(2)]	Within 30 days of the date the student enrolls in the district [4.1(g)(2)]

Note: Transfer student must receive a comparable program until the current IEP is implemented or a new one is developed. [4.1(g)]
Former district must take responsible steps to transfer records to the new district. [4.1(g)(3)]
When a student transfers from an out-of-state district, any necessary assessments that are conducted by the new district are considered part of an initial evaluation of the student. 67

Transfer Students					
	Who	Timeline	First Action	Second Action	Timeline to Develop IEP
Non-Public	Appropriate school district staff [4.1(m)]	----- --	Conduct an immediate review of the services plan and provide comparable services pending completion of any necessary assessments and, as appropriate, development of an IEP [4.1(m)]	Appropriate school district staff complete any necessary assessments and, as appropriate, develop an IEP [4.1(m)]	Within 60 calendar days from the date of enrollment in the school district [4.1(m)]

Note: Transfer student must receive a comparable program until the current IEP is implemented or a new one is developed. [4.1(g)]
Former district must take responsible steps to transfer records to the new district. [4.1(g)(3)]
When a student transfers from an out-of-state district, any necessary assessments that are conducted by the new district are considered part of an initial evaluation of the student. 68

SECTION 504 PROCEDURES

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- ## Section 504 Procedures
- 504 and the ADA, considered to have a disability [29 U.S.C. Sec. 706(8)]
1. Physical or mental impairment substantially limits major life activities
 2. Has record of impairment
 3. Regarded as having impairment
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- ## Section 504 Procedures
- Physiological or cosmetic loss affecting:
- | | |
|----------------------|---------------------|
| neurological | musculoskeletal |
| special sense organs | respiratory |
| speech organs | cardiovascular |
| reproductive | digestive |
| genito-urinary | hemic and lymphatic |
| skin | endocrine |
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- ## Section 504 Procedures
- Mental or psychological disorder:
 - mental retardation
 - organic brain syndrome
 - emotional or mental illness
 - specific learning disabilities.
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Section 504 Procedures

- **Disability determined under Section 504 without a diagnosis of disability category.**

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Section 504 Procedures

- **Major life activity (34 Code of Federal Regulations Part 104.3):**
 - ✓caring for one's self
 - ✓walking
 - ✓hearing
 - ✓breathing
 - ✓working
 - ✓performing manual
 - ✓seeing
 - ✓speaking
 - ✓learning

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Section 504 Procedures

- **Federal court added:**
 - Sitting
 - Stooping
 - Reaching
 - Eating

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Section 504 Procedures

Substantial Limitation

Unable to perform a major life activity as an average person

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Section 504 Procedures

Factors determining *substantial limitation*:

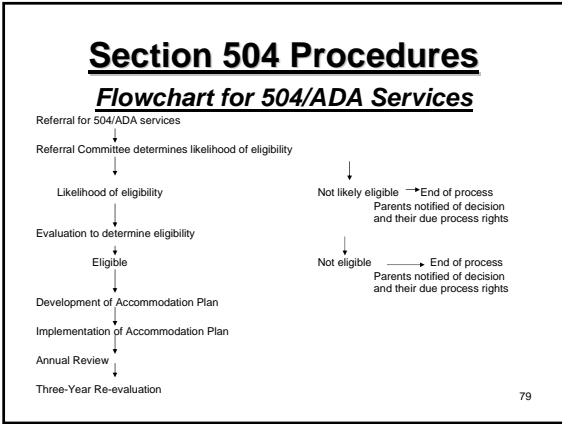
- Nature
- Duration
- Permanent or long term

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Section 504 Procedures

- **Eligibility Determination**
 - Knowledgeable group decision
 - Knowledge of child
 - Knowledge of assessment procedures
 - Knowledge of placement options

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- ## Section 504 Procedures
- ### Section 504 Disabling Conditions:
- | | |
|----------------------------|----------------------------------|
| Adjustment Disorder | Agoraphobia |
| AIDS | Alcohol addition |
| Allergies | Amnesia |
| Amnesic Syndrome | Anorexia Nervosa |
| Anemia | Arthritis |
| Asthma | ADD |
| ADHD | Atypical Anxiety Disorder |
| Autism | Avoidance Disorder |
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- ## Section 504 Procedures
- ### Disabling Conditions
- | | | |
|--------------------------------------|--|------------------------------|
| Bipolar Disorder | Bulimia | Blind |
| Cerebral Palsy | Chron's Disease | Cirrhosis |
| Chronic Motor Tic Disorder | Conduct Disorder | |
| Cosmetic Disfigurement | Cyclothymic Disorder | Deafness |
| Depersonalization Disorder | Diabetes | Drug Addiction |
| Dysthmic Disorder | Elective Mutism | Emotional Disturbance |
| Epilepsy | Functional Encopresis | Functional Eenuresis |
| Generalized Anxiety Disorder | Hearing Impaired | Heart Disease |
| Hemophilia | HIV Infection | Hypochondriasis |
| Identity disorder | Intermittent Explosive Disorder | |
| Isolated Explosive Disorder | Language Impaired | Lead Poisoning |
| Learning Disabilities | Leukemia | Major Depression |
| Mental Retardation | Mononucleosis | Multi-disabled |
| Multiple Personality | Neurological Deficit | |
| Obsessive Compulsive Disorder | Oppositional Defiant Disorder | |
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- ## Section 504 Procedures
- ### Disabling Conditions
- | | | |
|--|----------------------------------|------------------------------|
| Organic Affective Syndrome | Organic Brain Disorder | Other Health Impaired |
| Overanxious Disorder | Panic Disorder | Paranoia |
| PDD | Physiological Disorder | Pica |
| Post Traumatic Stress Disorder | Primary Dementia | |
| Profound Mental Retardation | Proteus Syndrome | |
| Reactive Attachment Disorder | Rheumatic Fever | Rumination Disorder |
| Schizoid Disorder | Schizophrenia | Sickle Cell Anemia |
| Seriously Emotionally Disturbed | Severe Mental Retardation | |
| Sleep Terror Disorder | Speech Impaired | Social Phobia |
| Tourette's Syndrome | Stuttering | Tuberculosis |
| Traumatic Brain Injury | Visually Impaired | |
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- ## Section 504 Procedures
- ### Evaluation Resources
- | | |
|---|-------------------------------------|
| Adaptive behavior assessment | Audiological evaluation |
| Classroom work samples | End-of-course testing |
| End-of-grade testing | Far-point vision screening |
| Hearing screening | Hospital discharge report |
| IEP | Medical evaluations |
| Near-point vision screening evaluation | Neuro-psychological |
| Observations | Occupational Therapy |
| Ophthalmological evaluation | Otological evaluation |
| Parental conferences | Physical therapy evaluations |
| Psychological report | Reported grades |
| State testing program | Student work samples |
| Teacher annotations | Vocational assessments |
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- ## Section 504 Procedures
- ### Classroom Accommodations
- **Special toilet accommodations**
 - **Seated near chalk board**
 - **Seated near teacher aide's desk**
 - **Seated away from other students**
 - **Allowed to leave before bell rings**
 - **Utilize writing aids from OT**
 - **Provided with necessary note-taking materials**
 - **Provided with written lists of information, directions**
 - **Moved closer to what is being viewed**
 - **Located in a room with minimized distractions**
 - **Assigned to another school**
 - **Classes on first floor of building**
 - **Seated near teacher's desk**
 - **Seated near teacher aide's desk**
 - **Seated away from other students**
 - **Allowed to leave before bell rings**
 - **Utilize writing aids from OT**
 - **Provided tape recorder**
 - **Provided with copy of lecture notes**
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Section 504 Procedures

Administrative Accommodations

- Assigned to another school
- Referred to vocational rehabilitation
- Reassign to a different teacher
- Reassign to a female teacher
- Variance from attendance policy
- Allowed to leave school before end of day
- Monthly meeting for student's teachers
- Assigned to a guidance counselor
- Allowed to leave class early training for teachers in learning styles
- Provide special temperature control equipment
- Provided each teacher a copy of accommodation plan
- Health plan for student
- Special parking
- Reassign to a male teacher
- Air purifier in classroom

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Section 504 Procedures

Academic Accommodations

- Daily posted schedule for student
- Student will repeat phrases, directions
- Information presented in smaller chunks
- Participation in Title I programs
- Allowed to tape lessons
- Provided with large print materials
- Instructions for outlining key ideas
- Allowed taped texts
- Repeated or paraphrased instructions
- Assigned a caseworker
- Reminder about listening
- Allowed to ask questions
- Homework assignment notebook will be used
- Participation in cooperative learning groups
- Extra time for assignments
- Assignments on larger lined paper
- More drill and practice activities
- Allowed to complete work late
- Provided with lecture notes
- Handouts in large print
- Instructions for learning strategies
- Visual instruction (overheads, etc.)
- Instructions on test-taking
- Assistance from teacher's aide
- Information presented loudly

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Section 504 Procedures

Social Accommodations

- Role playing activities
- Periodic rewards for positive behavior
- Behavior checklists used for evaluation
- Participation in development of behavior management plan
- Participate in group counseling
- Peer counselors and tutors
- Use of time out when needed
- No touching other students
- Feet remain on floor
- Hands remain to self
- Attempt work independently before assistance provided

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Section 504 Procedures

Testing Accommodations

- Tested with curriculum based assessment
- Test taken home evening before test
- Oral testing
- Reader during testing
- Tests in large print
- Oral review of test material
- Open-book tests
- Reduced length of tests
- Individually tested
- Test printed in black, large letters
- Provided with scribe

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INTERVENTION & REFERRAL SERVICES FOR GENERAL EDUCATION PUPILS (IR&S)

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Intervention & Referral Services (IR&S)

**July 1994
State Board of Education
N.J.A.C. 6:26-2.1**

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Intervention & Referral Services
(IR&S)

- *Each School Building*
- *General Education*
- *Not Special Education*

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Intervention & Referral Services
(IR&S)

- Identify pupils in need
- Provide intervention or referral
- Referral-community resources

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Intervention & Referral Services
(IR&S)

Team Composition:

- Staff Requesting
- Principal or General Education Designee
- General Education Teacher
- Student Support Staff

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Intervention & Referral Services
(IR&S)

TEAM MODEL

- General education model
- Collaborative problem-solving, not diagnostic
- Addresses learning, behavior and health
- Does not classify

94

Intervention & Referral Services
(IR&S)

School Responsibility

N.J.A.C. 6:26-2.1(a) 6

- Coordinate community based - social service/health
- Establish linkages - community agencies

95

ATTENDANCE

96

Attendance

Cumulative 10 unexcused absences/more, student, age 6-16, is truant

N.J.S.A. 18A:38-27

District shall:

- **Mandatory referral to the court**
- **Notify parents of court referral**

97

Attendance

- **Consult with the parent**
- **Involved agencies**
- **Cooperate with law enforcement**
- **Compel Attendance**

N.J.S.A. 18A:38-28 through 31, Article 3B

98

Attendance

Students with Disabilities

➤ Individualized Education Programs (IDEIA)

Directs:

- **Attendance plan,**
- **punitive and remedial procedures,**
- **Health Care Plan,**
- **Accommodations**

20 U.S.C. §§1400 et seq.
N.J.A.C 6A:14; 29 U.S.C. §§794 705(20)
N.J.A.C. 6A:16-2.3(b)2ix.

99

HOME INSTRUCTION

100

Home Instruction

Disabled Student

6A:14-4.8

- **IEP**
- **One on One instruction**
- **No less restrictive option appropriate**

101

Home Instruction

Disabled Student

- **Prior written Department notification**
- **Effective 60 calendar days**
- **Each renewal maximum 60 days**
- **Written record of home instruction**

102

Home Instruction

Disabled Student

- No fewer than 10 hours per week
- No fewer than three visits/ 3 separate days
- Certified Teacher

103

Home Instruction

Disabled Student

Truant

- Parent repeatedly fails to make a student available

N.J.S.A. 18A:38-27

104

Home Instruction

General Education and Disabled Student

Health

Temporary or chronic health condition

6A:16-10

- General Ed. K – 12
- Special Education age 3 - 21

105

Home Instruction

General Education and Disabled Student

Health

- **Physician's written determination**
 - 10 consecutive school days
 - 15 cumulative school days/school year

106

Home Instruction

General Education and Disabled Student

Health

- Approved by School Physician
- Implemented within 5 days of request
- No fewer then 5 hours per week/3 separate days

107

Home Instruction

General Education and Disabled Student

Health

- 5 hours per week additional guided learning experiences
- Must document 10 hours total

108

Home Instruction
General Education Students
 6A:16-10.2

Other

- Other than Temporary or chronic health condition

6A:16-10.2

109

Home Instruction
General Education Students

Other

- **State Law mandated for Interim Alternative Education Setting**
 - Violation of N.J.A.C. 6A:16-5.5 and 5.6
 - Drugs
 - Weapons
 - Serious bodily injury to others
 - Placement not immediately available

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Home Instruction
General Education Students

Other

- Placed on short-term or long-term suspension pursuant to N.J.A.C. 6A:16-7.2 and 7.3
- Court order

111

Home Instruction
General Education Students

Other

- Services within five school days
- District responsible for costs
- Develop - Individualized Program Plan (IPP)

112

Home Instruction
General Education Students

Other

- Certified Teacher N.J.A.C. 6A:9
- One-on-one
- No fewer - 10 hours per week/three days
- Guided learning - No fewer than 10 hours per week
- Must document 20 hours total

113

Home Instruction
General Education Students

Other

Instructions shall meet Core Curriculum Content Standards in accordance with N.J.A.C. 6A:8 and district board education for promotion and graduation

114

TRANSPORTATION

115

Transportation

Strictly regulated

(N.J.S.A. 18A:39-1 et seq. and N.J.A.C. 6A:27-1.2 and 1.3)

- Public 2 ½ miles from school (grades 9-12)
- Public 2 miles from school (grades K-8)
- Individualized Education Program (IEP)

116

Transportation

- Nonpublic aid in lieu of transportation
- Nonpublic less than 20 miles
- Example - maximum expenditure for the 2006-2007 not exceeding \$826

117

Transportation

Student Intervention Transportation

Specialized

- Child Study Team/IEP
- Day Treatment Centers
- Homeless transportation
- District procedure Support Programs
 - Riptide
 - Bayside Partial Care

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Thank you

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