

## R 2460.1 SPECIAL EDUCATION - LOCATION, IDENTIFICATION, AND REFERRAL

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

### A. Procedures for Locating Students with Disabilities

1. The Director of Special Services or designee will coordinate the effort to locate, identify and evaluate all children, ages three through twenty-one, who reside within the Randolph School District or attend nonpublic schools within the school district and who may have a disability.
2. By May 15 of each school year, the Director of Special Services or designee will conduct child-find activities, in the native language of the population, as appropriate, including but not limited to:
  - a. Development of child-find materials for distribution.
  - b. Distribution of flyers to the parent(s) of all students enrolled in the school district.
  - c. Posting of State developed child find materials on our website for potentially disabled students and/or early intervention program.
  - d. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district's preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.
  - e. Information is available through the Parent Advisory Group.
  - f. School resources are available to parent(s) that contain information describing special education services.
  - g. Information is available to the school district's ESL/Bilingual teachers describing child-find activities.



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- h. Students entering Kindergarten are screened annually to identify students who may have a disability.
    - i. Intervention and Referral Services Committee (I&RS) have been established in all school buildings.
  3. No later than June 15 of each school year the Director of Special Services will contact by mail the Principal of the nonpublic school(s) to request input from nonpublic school parent(s) and officials for suggestions on ways to conduct child-find activities for students attending nonpublic schools.

The child-find activities for nonpublic students shall be comparable to the child-find activities for public school students.

The following individual(s) shall serve as representatives from non-public schools:

School	Title of the Individual Representing the Non-Public School
Hebrew Academy of Morris County	Dean of General Studies

Based on the suggestions from the representatives of the non-public schools and parent(s), the Director of Special Services will modify the child-find activities for the next school year, as appropriate.

## B. Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for students ages five to twenty-one, to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);
2. Descriptive behavior of student performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate will be in-serviced annually by the Building Principal or designee regarding the procedures for initiating and providing



interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.

The Superintendent or designee will oversee the district's implementation/evaluation of the interventions identified.

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1 et seq. and Policy and Regulation 2417.

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of the building level I&RS Committee;
2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.
4. The I&RS Committee shall:
  - a. Plan and provide appropriate intervention services;
  - b. Actively involve the parents(s) in the development and implementation of intervention plans;
  - c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;
  - d. Coordinate the services of community based social and health provider agencies;
  - e. Process and complete the documentation forms;
  - f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; and





- b. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and any forms used to open a case;
- c. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the (CST);
- d. Child Study Team will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;
- e. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
- f. The notice will contain the "Parental Rights in Special Education" (PRISE) Booklet; and
- g. The referral/identification meeting (Identification Meeting) will be attended by the parent, CST and regular education teacher.

### 3. School Initiated Referral

Referral of a student to the CST may be made by administrative, instructional and other professional staff to determine eligibility for special services when:

- a. It is determined that interventions in the general education program have not been effective in alleviating the student's educational difficulties.
- b. It can be documented that the nature of the student's educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.



- c. The Director of Special Services, through in-service training, shall ensure that students are referred who may have a disability, but are advancing from grade to grade.
  - (1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
    - (a) As part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the student continues to require specially designed services to progress in the general education curriculum; and
    - (b) The use of functional assessment information supports the IEP team's determination.

The following procedure will be followed for a school initiated referral:

- a. A referral to the CST will be completed by the referring staff member;
- b. I&RS documentation (including, but not limited to teacher reports, grades and Record of Intervention Effectiveness) shall be forwarded with the referral to the CST along with any other relevant data;
- c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student's problem is such that the evaluation is warranted without delay;
- d. The referral should be dated upon receipt by the CST;
- e. A file will be initiated to include a timeline for processing for referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
- f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;



