

## 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 ~~workers' children~~ 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** ~~be disabled~~.
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) ~~or legal guardian(s)~~ of all students enrolled in the school district.
  - ~~c. Mailing of child find material to non-public schools in the area.~~
  - ~~d. Mailing of child find material to local pediatricians, hospitals and clergy.~~
  - ~~e. The Superintendent or designee ensures that if any native language speakers for languages, other than English are identified, public service communications will include but not be limited to native language announcements on local foreign language radio stations and/or cable television stations.~~
  - ~~f. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.~~



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- ~~g. Mailing information letters to local physicians, hospitals, nursery schools, nonpublic schools, health departments, community centers, rescue squads and churches.~~
- c. Posting of State developed child find materials on our website for potentially disabled students and/or early intervention program.**
- d.h.** 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.i.** Information is available through the Parent Advisory Group.
- f.j.** School ~~handbooks distributed~~ **resources are available** to parent(s) ~~or legal guardian(s)~~ **that** contain information describing special education services.
- g.k.** ~~Distribution of~~ Information is available to the school district's ESL/Bilingual teachers describing child-find activities.
- h.l.** **Students** entering Kindergarten are screened annually to identify ~~potentially disabled students who may have a disability.~~
- i.m.** Intervention and Referral Services Committee (I&RS) ~~previously referred to as Student Assistance Committee (PAC),~~ 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) ~~or legal guardian(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) ~~or legal guardian(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 and effectiveness** of the ~~procedures for interventions~~ **identified in the general education program.**

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** ~~Identifying~~ the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. ~~Reviewing, assessing and documenting~~ 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) ~~or legal guardian(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
  - g. Ensure the type, frequency, duration and effectiveness of the interventions are documented.
5. The Building Principal will insure that:
- a. I&RS Committees receive in-service training by the Building Principal or designee by September 30;
  - b. Staff ~~handbooks~~ **resources** are updated by **September 30**, ~~and including~~ information regarding **I&RS committees and** intervention procedures;
  - c. ~~New instructional staff attend the district's orientation program commencing in the month of August which includes information on I&RS Committees;~~
  - c.d. School calendars are ~~distributed~~ **available** and provide information on intervention services; and
  - d.e. Parent/student ~~handbooks~~ **distributed resources are available at the beginning of each school year in the month of August** including information on intervention services.

C. Procedures for Referral ~~to the Child Study Team~~



Referral procedures are included in professional staff ~~handbooks~~ **resources** and referral forms are available in the Principal's office, the Child Study Team (CST) office, and the Office of Special Services.

1. Parental Notification of Referral Procedures

Referral procedures shall be included in ~~the~~ parent/student ~~handbook~~ **resources** which shall be ~~distributed~~ **available** to parent(s) ~~or legal guardian(s)~~. These procedures and publications shall be updated annually and be distributed to the parent(s), ~~and~~ legal guardian(s), and appropriate social service and welfare agencies no later than October 1 of each year.

2. Parent-Initiated Referral

When a parent ~~or legal guardian(s)~~ makes a written request for an evaluation to determine eligibility for services:

- a. The written request shall be received and dated by staff of the Office of Special Services;
- 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 ~~Child Study Team~~ (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) ~~or legal guardian(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** ~~adequately addressed~~ the **student's** educational difficulties ~~and it is believed that the student may have an educational disability.~~
- 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 be potentially disabled** ~~are referred even though they 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;
  - g. The case manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
  - h. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s) ~~or legal guardian(s)~~;
  - i. The notice shall contain "Parental Rights in Special Education" (PRISE); and
  - j. The referral/identification meeting will be attended by the parent(s) ~~or legal guardian(s)~~, CST and regular education teacher.
- 4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(f)1.**
- 54.** Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning, commencing at age 14.
- 6.5.** Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP team member's conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) ~~or legal guardian(s)~~ is aware of dissenting opinions regarding the determination of eligibility for a specific disability.



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- 7.6. The parent(s) ~~or legal guardian(s)~~ must receive a copy of their child's evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) ~~or legal guardian(s)~~ has a reasonable amount of time to review documentation prior to an eligibility conference.
- 8.7. A student may be referred directly to the ~~Child Study Team~~ **CST** when warranted.

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