

2461 SPECIAL EDUCATION/RECEIVING SCHOOLS

To demonstrate compliance with N.J.A.C. 6A:14 and Part B of the Individuals with Disabilities Education Act, the Board adopts this policy and corresponding regulations/procedures. This policy and corresponding regulations/procedures will be submitted with a Special Education Assurance Statement for Receiving Schools to the County Office of Education as required by law.

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.
2. The receiving school will collaborate with the sending district Board of Education to ensure that a free, appropriate public education is available for all pupils with disabilities between the ages of three and twenty-one enrolled in the receiving school including pupils with disabilities who are suspended from school.
3. The compilation, maintenance, access to and confidentiality of pupil records will be in accordance with N.J.A.C. 6A:32-7.
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) according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.
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.
6. All personnel serving pupils with disabilities will be highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law.
7. The receiving school will only terminate the placement of a pupil with disabilities according to the procedures in N.J.A.C. 6A:14-7.7(a) and (b).
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 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, and related services personnel, significant knowledge derived from educational research and other sources and how the receiving school will, if appropriate, adopt promising practices, materials and technology;
  - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
  - e. Provide for joint training activities of parents and special education, related services and general education personnel.
9. The receiving school will work with all sending school districts and ensure that pupils with disabilities are included in Statewide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All pupils with disabilities will participate in Statewide assessments or the applicable Alternate Proficiency Assessment, in grades three, four, five, six, seven, eight and eleven in accordance with their assigned grade level.
10. Full educational opportunity to all pupils with disabilities will be provided.
11. The receiving school will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each pupil's IEP.
12. The receiving school will ensure that the length of the school day and academic year shall be as long as that established for nondisabled pupils in accordance with N.J.A.C. 6A:14-4.1(c) and must include at least four hours of actual school work instruction in accordance with N.J.A.C. 6A:14-7.6(i).

Adopted: 7 December 2009

Revised: 27 June 2011

