

POLICY

GREENWICH TOWNSHIP BOARD OF EDUCATION

PROGRAM

2461/page 1 of 4

Special Education/Receiving Schools

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2461 SPECIAL EDUCATION/RECEIVING SCHOOLS

To demonstrate compliance with N.J.A.C. 6A:14 and the Individuals with Disabilities Education Act, the Board adopts policies and regulations/procedures that are required. These policies and regulations/procedures will be submitted with a Special Education Assurance Statement for Receiving Schools for Policies and Procedures to the County Office of Education no later than February 28, 2002 for approval.

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.
 - a. Procedures regarding the pupil's IEP shall be developed and implemented to ensure that the receiving school determines whether the pupil's IEP can be implemented in that setting prior to accepting the pupil [N.J.A.C. 6A:14-7.5(b)1]; and
 - b. 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(i)2.
2. The receiving school will collaborate with the sending district Board of Education in the provision of a free, appropriate public education for the population served including pupils with disabilities who are suspended.
 - a. Procedures regarding the provision of a free, appropriate public education to pupils with disabilities who are suspended will be developed and implemented to ensure that school officials responsible for implementing suspensions/expulsions in the receiving school are identified.
 - b. Each time a pupil with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager of the sending district.



POLICY

GREENWICH TOWNSHIP BOARD OF EDUCATION

PROGRAM

2461/page 2 of 4

Special Education/Receiving Schools

- c. A system will be in place to track the number of days a pupil with disabilities has been removed for disciplinary reasons.
- d. Suspension from transportation is counted as a day of removal if the pupil does not attend school.
- e. Removal for a portion of the school day is counted proportionately.
- f. If the receiving school has an in-school suspension program, participation in the program is not counted as a day of removal if the program provides the following:
 - (1) Opportunity for the pupil to progress in the general curriculum;
 - (2) Services and modifications specified in the pupil's IEP;
 - (3) Interaction with peers who are not disabled to the extent they would have interaction with in the current placement; and
 - (4) The pupil is counted as present for the time spent in the in-school suspension program.
- g. When a series of short-term removals will accumulate to more than ten school days in the year:
 - (1) School officials 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;
 - (2) Written documentation of the consultation between school officials and the case manager of the sending district will be maintained;



POLICY

GREENWICH TOWNSHIP BOARD OF EDUCATION

PROGRAM

2461/page 4 of 4

Special Education/Receiving Schools

6. All personnel serving pupils with disabilities will be appropriately certified and licensed where a license is required as stated in N.J.A.C. 6:11.
7. The receiving school will terminate the placement of a pupil with disabilities according to N.J.A.C. 6A:14-7.7(a) and (a)1.
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, 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;
 - d. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities;
 - e. Provide for joint training activities of parents and special education, related services and general education personnel; and
 - f. Procedures shall be developed and implemented to ensure that the training needs of paraprofessionals, professionals and parents of pupils with disabilities in the five specified areas are identified and met.

Adopted: 14 March 2005

