

**The Gray Charter School
Board of Trustees
Policy**

Special Education

P3001

The Board of Trustees

In accordance with Part B of the IDEA and N.J.A.C.6A: 14-1.2(b) AND (c), the Board of Trustees of The Gray Charter School of Newark, adopts and assures the compliance with the following procedures:

Identification:

NJDOE Policy number 1 All students with disabilities who are in need of special education and related services, regardless of the severity of their disabilities are located, identified, and evaluated according to N.J.A.C. 6A: 14 – 3.3.

Procedure: (NJDOE #1) By November 1st of each year, the Special Education Coordinator is responsible for conducting Child Find Activities within the school and in the native language as appropriate. At the start of each school year, all members of The Gray Charter School community which consists of faculty, staff, parents and cooperating agencies will be notified of the presence and composition of the school's Child Study Team and procedure for referring to the child study team those students who may be eligible for Special Education services and related services.

They will be notified of the presence and composition of the school's PAC Team Committee, which addresses needs and services through the General Education Program. The purpose of this team will be explained to all members of The Gray Charter School community. It be explained that initial referrals of students' educational problems should be made to the PAC team, which will develop an intervention to serve students through the General Education Program.

The Team will establish a timetable for each student to review the effectiveness of the intervention. The Special Education Coordinator will oversee the implementation, evaluation, and documentation of the interventions and their effectiveness. The Case Managers will be responsible for implementing and documenting each intervention.

Any staff member may refer a student and any parent may refer his/her child at any time should they suspect that the student may be eligible for Special Education services – either directly or after exhausting potential remedies through the PAC Team including students who may be disabled, but are advancing from grade to grade.

PAC and Special Education referral forms are available in the school office and are available to any parent, staff member, or relevant party from a cooperating agency. The forms include data collection from teacher and family survey, grades, assessment results, health reports, discipline reports, and the outcome of any PAC interventions. The referrals are made by staff and parents to the Special Education Coordinator, who ensure that a referral identification meeting is conducted within 20 days from receipt of the referral.

The referral process will be explained annually to parents at the parent meeting held in September, which all parents are expected to attend, as well as in written form, such as letters to parents. These policies and procedures will be explained annually to all faculty and staff at a meeting prior to the first day of school as well as written in the Staff handbook.

NJDOE Policy number 5 Students with disabilities are included in statewide and district wide assessment programs, with appropriate accommodations where necessary according to N.J.A.C. 6A: 14 – 4.11.

Procedure: (NJDOE # 5) If any student is ever exempt from participating in the statewide assessment program, the LDTC and faculty will construct a comparable assessment tool (to be administered at a comparable time) for marking the student's progress.

NJDOE Policy number 7 A free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school.

Procedure: (NJDOE #7) The Administrators, the Principal and Vice Principal of The Gray Charter School are responsible for implementing suspensions/expulsions. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager. The Special Education Coordinator tracks the number of days that students with disabilities are removed for disciplinary reasons.

Students at the school receive public bus tickets where eligible, due to the fact that they live more than a certain distance from the school, as determined by the State of New Jersey. So as long as those tickets are made available to the school by the Newark Public School District as required by law, no student, regardless of disability or disciplinary status is ever denied access to such tickets for any reason.

In cases where students are provided school bus transportation as part of the IEP, the following procedures apply:

- a) Their suspension from transportation is not counted as a day of removal if the student attends school;
- b) Suspension from transportation is counted as a day of removal if the school does not make available alternate means of transportation and the student does not attend school;
- c) Suspension from transportation may be counted as a day of absence, if the school makes available alternate means of transportation and the student does not attend school.

With respect to attendance in general, suspension for a portion of the school day is counted proportionately.

The Gray Charter School does not have an in-school suspension program. However, in the case where a series of short-term suspensions which result in a student accumulating more than 10 days of suspension during the school year:

- a) The Administrators, Principal and Vice Principal and the case manager will consult to determine whether such removals constitute a change in placement in accordance with N.J.A.C. 6A: 14 – 2.8 (b) 2. The case manager will keep on going over written records of all such consultations. If it is determined that there is no change in placement, the Administrators, Principal and Vice Principal, Case Manager, and the LDTC will consult additionally to determine the extent to which services are necessary to enable the student to progress appropriately in the general education curriculum and advance appropriately toward achieving the

goals set out in the student's IEP. The case manager will keep written records of all such consultations. Steps are in place to review the behavioral intervention plan and, if necessary, to convene the IEP team as required according to N.J.A.C. 6A: 14 Appendix D, 34 C.F.R. 300.520 (c) (1) and (2).

Grade Promotion: 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: as part of the reevaluation, the IEP team determines that the student continues to require specially designed services to progress in the general education curriculum; and the use of functional assessment information supports the IEP team's determination.

NJDOE Policy number 10 The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6: 3 – 6.

Procedure: (NJDOE #10) Copies of Special Education files will be kept in a locked storage cabinet in the Principal's office since The Gray Charter School is a small school. There will be a note made in the student's main file in the school office of the presence of the special education file. The school's case manager will share the contents of the files with relevant teachers and personnel. They will have the opportunity to view such a file and make copies and notes from it on an as-needed basis. Teachers will be instructed to ensure the confidentiality of all such files.

NJDOE Policy number 14 The in-service training needs for professional and paraprofessional staff who provide special education, general education, or relevant services are identified and that appropriate in-service training is provided. The district board of education shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills need to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impede the learning of students with disabilities and others;
3. 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.
4. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities and;
5. Provide for joint training activities of parents and special education related services and general educational personnel. [34 C.F.R.300.380]

Procedure: (NJDOE #14) Every year in June, in the context of school wide professional development activities, the LDTC and Director of Special Education Services/Principal will conduct an assessment of the in-service training needs of all faculty, staff, and parents with respect to Special Education. Each year under their direction, the school will conduct in-service training to address the needs identified in the annual assessment. The target population will be identified by the needs assessment and will include, at a minimum, special and regular education teachers, related service personnel, paraprofessionals, and parents. The in-service training will

be undertaken in accordance with the policies 1 – 5 identified above. There will be a satisfactory survey conducted at the close of each in-service activity as to the effectiveness of the training. The school's Administrators will adopt those practices that are particularly effective. Documentation of the needs assessment, training activities and evaluation procedures will be maintained for three years after the activities are completed.

B.P. 3001

Adopted: September 2003