



BRILLA
Public Charter Schools

Brilla Paterson
Child Study Team
2023-2024

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Introduction and Overview

In this resource, you will find insightful and important information that is designed to guide you in not only understanding, but following the process of special education within Brilla Paterson Public Charter School. This resource is intended for the purpose of serving as a guide to answer questions and guide practices that are aligned with NJ State Law and regulations.

Brilla Paterson Public Charter School is mandated by federal laws and New Jersey Administrative Code Title 6A Chapter 14 (NJAC 6A:14) Special Education, to:

- ensure all pupils with educational disabilities a free, appropriate public education;
- ensure the provision of special education and/or related services;
- ensure that the rights of pupils with educational disabilities and their parents are protected;
- ensure the evaluation of the effectiveness of the education of these pupils.

Brilla Paterson has been approved by Passaic County to provide the following services for the 2023-2024 school year:

- 2 Elementary In-class Resource
- 1 Elementary Pull-out Resource

Each district board of education is responsible for providing a system of free, appropriate special education and related services to students with disabilities aged three through 21. After a request for an evaluation is received, the letter is immediately sent to the child study team (CST) of the respective school. A case manager will then be assigned and will schedule an Identification meeting within the required time period to determine if an initial evaluation shall be conducted.

In the event that a student is determined to be eligible to receive special education services (a “classified student”), the case manager is responsible for coordinating the student’s educational program with the support of parent(s)/guardian(s), and the input of both general and special education teachers. Any general or special education teacher who has a classified student assigned to their classroom is required to read and understand the student’s Individualized Education Plan (IEP) at the beginning of the school year.

The student’s IEP must be accessed through Special Programs by all certified staff that will support the student. If the teacher has any questions or requires clarification on any portion of the IEP, they must contact the case manager or their Director of Student Services). Teachers are required by the New Jersey Administrative Code 6A:14 (N.J.A.C. 6A:14) to attend certain meetings relative to their classified students. These IEP team meetings are scheduled during the course of the school day and at varying times of the year.

Although every classified student’s IEP team must meet at least once a year the “Annual Review” (AR), additional IEP team meetings may be requested by a parent and scheduled to accomplish other special education tasks with the student’s case manager. For every student’s Annual Review, and when otherwise requested by a case manager, supervisor or administrator, teachers are required to provide a summary of the student’s Present Levels of Academic Achievement and Functional Performance (PLAAFPs) in the areas in which they instruct the student before the Annual Review as well as develop curriculum related goals and objectives for each of their classified students.

Teachers are directly responsible for the quarterly inputting and monitoring of progress reports and any modifications or accommodations employed in the classroom for said student. Regarding Goals and Objectives, teachers are equally responsible for inputting, reviewing, updating and adjusting student Goals and Objectives based on the student's growth and meaningful progress. In the event that a student is not making the expected progress on their goals and objectives, the teacher should notify the case manager and/or building administrator. IEP team meetings are convened to develop the initial IEP, conduct an annual review of the students' program and placement, plan for reevaluation and revise a student's program and placement when the student is not making meaningful educational progress on their goals and objectives. In addition, the CST will confer with a child's special education teacher to discuss progress, confer on particular issues, and offer suggestions that will enhance the teaching and learning outcomes of the student.

MEMBERS OF THE CHILD STUDY TEAM & MEMBERS OF THE IEP TEAM

The child study team is an interdisciplinary group of appropriately certified persons. The primary functions of the team are: evaluation and determination of eligibility of pupils for special education and/or related services; coordination of the development, monitoring and evaluation of the I.E.P.; delivery of related services; provision of preventive and supportive services to non-disabled students; and provision of services to the general education staff regarding techniques, materials and programs for children experiencing difficulties in learning. Each child study team member serves as case manager for assigned students which assumes a role of responsibility in working with the student, parents, and teachers. Any question or concern a parent has about procedures, programs or the child should be directed to the designated case manager.

The Child Study Team is a multidisciplinary team comprised of the following members:

A. School Psychologist- School psychologists are uniquely qualified members of school teams that support students' ability to learn and teachers' ability to teach. They apply expertise in mental health, learning, and behavior, to help children and youth succeed academically, socially, behaviorally, and emotionally. School psychologists partner with families, teachers, school administrators, and other professionals to create safe, healthy, and supportive learning environments that strengthen connections between home, school, and the community. School psychologists must be credentialed by the state in which they work. They also may be nationally certified by the National Association of School Psychologists (NASP). As a member of the CST, the school psychologist consults with the student's teachers and assesses the student's current cognitive (thinking and learning), social, adaptive, and emotional status. The activities involved in the evaluation vary at times from student to student but, in general, most children are given an intelligence test to determine their likelihood for success within the academic arena. For certain students the school psychologist may provide counseling, crisis intervention and/or consultative services.

B. Learning Disabilities Teacher/Consultant (LDT-C) The Learning Disabilities Teacher-Consultant (LDT-C) is a teacher who functions in the school environment as an educational diagnostician, instructional programmer, Child Study Team member, educational consultant and instructional leader. LDT-C's work in collaboration with other members of a child study team to determine eligibility for special services. LDT-C's also consult with parents, teachers, and other school personnel to provide research-based instructional strategies to assist pupils struggling academically. An educational assessment is the responsibility of a learning disabilities

teacher/consultant employed by the district board of education. It shall include review of the student's educational history, conferences with the student's teacher(s), and an evaluation and analysis of the student's academic performance and learning characteristics.

C. School Social Worker- The school social worker, evaluates students' affective and social skills, counsels students and parents, communicates with community agencies, consults with school staff, and conducts training activities. As a member of the Child Study Team, the social worker contributes to the CST evaluation process by conducting a "social history evaluation." The social history evaluation is an assessment of bio psychosocial factors (social, emotional, physical, behavioral and cultural) that may impact a child's adjustment to and performance in school. The school social worker may also provide counseling, crisis intervention and consultation services, as well as helping families' access community services

D. Case Manager- In addition to their respective roles, the social worker, school psychologist, and learning consultant also serve as case managers for students receiving special education services. Students are assigned a case manager at the time of the referral; however, periodically there are changes in assignments. The case manager coordinates the evaluation process and IEP development, as well as the monitoring and evaluation of the effectiveness of the IEP. The case manager facilitates communication between home and school, and coordinates the annual review and reevaluation process. The case manager is knowledgeable about the student's educational needs and program, as well as special education procedures and procedural safeguards, and is responsible for transition planning. A speech/ language specialist may also serve as a case manager.

The IEP Team is comprised of the following members:

A. Parent/Guardian Parent means the natural or adoptive parent, the legal guardian, foster parent when willing to serve, a surrogate parent who has been appointed according to N.J.A.C. 6A: 14-2.2. A person acting in the place of a parent (such as a grandparent or stepparent with whom the student lives or a person legally responsible for the student's welfare). Unless parental rights have been terminated by a court of appropriate jurisdiction. Additionally, the term "parent" shall include the adult student.

B. General Education Teacher Not less than one general education teacher of the student, if the student is or may be participating in the general education classroom; If the student has no general education teacher, a general education teacher who is knowledgeable about the district's programs, at the designated grade level, shall participate; The general education teacher as a member of the IEP team must, to the extent appropriate participate in the development, review, and revision of the student's IEP; The general education teacher shall assist in the determination of appropriate positive behavioral interventions and strategies; and the general education teacher shall assist in the determination of supplementary aids and services, program modifications or supports for school personnel that will be provided for the student.

C. Special Education Teacher Not less than one special education teacher of the student or, where appropriate, not less than one special education provider of the student; If there is no special education teacher or special education provider of the student, a special education teacher or provider who is knowledgeable about the district's programs shall participate.

D. Child Study Team (CST) Member At least one CST member who can interpret the instructional implications of evaluation results.

E. Case Manager Case managers include the following: The social worker, school psychologist, and learning consultant also serve as case managers for students receiving special education services. Students are assigned a case manager at the time of the referral; however, periodically there are changes in assignments. The case manager coordinates the evaluation process and IEP development, as well as the monitoring and evaluation of the effectiveness of the IEP. The case manager facilitates communication between home and school, and coordinates the annual review and reevaluation process. The case manager is knowledgeable about the student's educational needs and program, as well as special education procedures and procedural safeguards, and is responsible for transition planning. A speech/ language specialist may also serve as a case manager.

F. District Representative A representative of the district who is qualified to provide or supervise the provision of specially designed instruction to meet the unique needs of students with disabilities; Is knowledgeable about the general education curriculum; Is knowledgeable about the availability of resources of the district board of education; and shall be a child study team member or other appropriate school personnel including the building principal or his/her designee.

G. Related Service Provider Related services including, but not limited to, counseling, occupational therapy, physical therapy, school nurse services, recreation, social work services, medical services and speech-language services shall be provided to a student with a disability when required for the student to benefit from the educational program. Related services shall be provided by appropriately certified and/or licensed professionals as specified in the student's IEP.

H. Student When appropriate, beginning at age 14, the student is required to participate in their IEP meeting. Student refers to a person aged three through 21 who is entitled to receive educational programs and services in accordance with Federal or State law or regulation.

I. Other Invited Guest(s) At the discretion of the parent or school district, other individuals who have knowledge or special expertise regarding the student, including related services personnel as appropriate, may attend the IEP meeting.

J. Transition Coordinator If the purpose of the meeting is to consider transition services, the student with disabilities and a representative of any other agency that is likely to be responsible for providing or paying for transition services shall be invited to attend the IEP meeting.

REFERRAL FOR EVALUATION

What is a referral?

A referral is a written request for an initial evaluation to determine whether a student is eligible for special education and related services (N.J.A.C. 6A:14-1.3). A referral is made when one suspects a student may have a disability which may require special education and related services.

When should a referral be made?

Most often, students who present with educational difficulties are brought to the attention of grade level MTSS teams prior to a referral being made to the CST. The MTSS team develops interventions which will address the difficulties that the student is experiencing in the general education classroom. While this preceding step is not required, it is highly suggested. Typically when interventions in the general education classroom are not effective, a referral is made.

Referral to the child study team is made by instructional, administrative, or other professional staff, parents, and agencies concerned with the welfare of pupils. When a parent refers their child, the CST has 20 days to schedule a “First Meeting” with the parent to determine if an evaluation is warranted. When the principal or counselor refers a student to the child study team a letter (notice) of referral is sent to the parent by the principal or counselor. The CST can act on the referral 15 days following the notice of referral (not sooner unless a waiver is signed by the parent). All referrals are made in writing.

For initial evaluations, the IEP Team consisting of the parents, regular education teacher, full child study team, determines the nature and scope of the evaluations which are then listed in an Evaluation Plan.

All communication and evaluations are conducted in the native language of the student. Parental consent can be withdrawn at any time, at which point the district could agree or file for a due process hearing. Parental notice must precede any action, i.e. prior to initiating or changing evaluation/reevaluation, classification, placement, referral, FAPE-IEP.

In order to secure parental and adult pupil participation in meetings a notification letter is sent home via mail allowing enough time for participation. When at all possible, at least one week's notification will be provided.

The child study team evaluation of a student can take up to 90 days from the point of parental consent to the point of program implementation.



Referral Timelines:

SPECIAL EDUCATION TIMELINE
STEP 1- Within 20 days – Screening by Child Study Team (CST) to determine if evaluation is warranted
STEP 2- Within 15 days – written response from CST to determine whether or not an evaluation is warranted
STEP 3- If yes, written consent of “Parent” sought. Parent has 15 days to consider NOTE: 90 days from date of written consent to evaluate child, and develop and implement IEP If parental consent is not given, then the CST cannot proceed with services
STEP 4- CST Evaluation NOTE: If Parent disagrees with evaluation results, may request an independent evaluation; School district may contest this by filing for due process within 20 days
STEP 5- Eligibility Meeting / Classification Conference Parent must receive evaluation results 10 days prior
STEP 6- IEP developed by IEP Team (NOTE: If parental consent is given, then the IEP is implemented. If consent is not given, then the IEP cannot be implemented)
STEP 7 - IEP Implementation (Program, Placement and Services)
STEP 8- IEP Annual Review
STEP 9- Triennial Reevaluation



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MTSS AND REFERRAL SERVICES & SECTION 504

Interventions in the general education setting shall be provided to students exhibiting academic difficulties and shall be utilized as appropriate, prior to referring a student for an evaluation of eligibility for special education and related services (N.J.A.C. 6A:14-3.3). The MTSS process must begin with a Pre-Referral Plan as developed and implemented by the teacher, school counselor or administrator who has identified a child who is experiencing academic or behavioral difficulties. The Pre-Referral Plan must include tiered interventions for students experiencing academic or behavior challenges and their needs cannot be met through universal supports. It should be noted that MTSS may not be used to delay obvious and appropriate referrals to special education (N.J.A.C. 6A:14-3). A building-based program of intervention and referral services is not necessarily a pre-referral intervention mechanism for CST evaluations. An MTSS team is one of many resources used by schools to intervene with students exhibiting educationally handicapping conditions prior to CST evaluations. The Pre-Referral Plan as developed and implemented by the teacher, school counselor or administrator may serve as a source of data-driven evidence of interventions.

504 Plan Section 504 is a federal law designed to protect the rights of individuals with disabilities in programs and activities that receive Federal financial assistance from the U.S. Department of Education (ED). Section 504 provides: "No otherwise qualified individual with a disability in the United States . . . shall, solely by reason of her or his disability, be excluded from the participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance" Thus a Section 504 is developed to ensure that students with medical or other disabilities have equal access to an education, covering any condition that limits daily activities in a major way. Qualified students may receive accommodations and modifications planned by persons knowledgeable about the students, the meanings of evaluation data, and placement and accommodation option.

EVALUATION AND ELIGIBILITY

A. Identification/Evaluation Planning

- The student’s general and special education teachers attend this meeting to review a student’s academic, social and emotional status to determine whether the student should be evaluated for the purpose of determining whether they would benefit from special education and related services.
- If the student does not have a general or special education teacher, a teacher who is knowledgeable about the district’s programs and grade level curriculum and requirements is required to attend.
 - If it has been determined that a student requires an evaluation, the CST has (90) calendar days to complete the evaluation process and reconvene with the family to review and discuss any findings – note: an “evaluation” consists of an Educational, Psychological, and Social Assessment; however, depending on the need(s) of the child, additional evaluations can be recommended.

B. Eligibility Determination

- The student’s general and special education teachers attend this meeting to review whether the evaluative data and the student’s classroom performance warrant a determination that the student is eligible to receive special education and related services from the District.
- In addition to the CST members, teachers, a school administrator, other certified school personnel who referred the student, the student where appropriate or others may attend the meeting.

C. Annual Review / Reevaluation IEP Meetings

- If the student is or may be participating in the general education classroom, a general education teacher in addition to a special education teacher must attend the meeting.
- At least one special education teacher must attend the meeting. If the special education teacher familiar with the student is unavailable, then a special education teacher familiar with district programming may attend.

D. Independent Evaluation/Observations

- Upon completion of an initial evaluation or reevaluation, a parent may request an independent evaluation if there is a disagreement with the initial evaluation or a reevaluation provided by a district board of education -- note: a parent may be entitled to ONE independent evaluation at public expense each time the district board of education conducts an initial evaluation or reevaluation with which each parent disagrees.
 - Please note that all classroom observations conducted by an outside professional not employed by the district must be credentialed in the appropriate discipline being observed (i.e, Behaviorist, LDT-C, Psychologist, Speech, etc.), and must provide proof of such credentials to the student’s case manager prior to any observation. Additionally, the outside consultant must be accompanied by a member of the CST in that respective discipline being observed -- note: in an effort to minimize class disruptions, all observations shall not exceed one hour.

E. Transfers

1. When a student with a disability transfers from another New Jersey school district or from a state facility, or from an out of state school district, the CST conducts an immediate review of the evaluation information and the IEP. If records are complete, the case manager shall immediately request CST records from the district of last attendance. The CST members may accept/reject records/evaluations. If the parents and/or guardians and the district agree, the IEP is implemented as written with appropriate notice and handouts. The student is provided a program through an interim IEP that is consistent with the current IEP when: a. The CST disagrees with the current evaluation(s) and/or the current IEP. b. The parent disagrees with the proposed revisions to the IEP. c. Supplemental evaluations are required.

CST Process and Services

Guidelines according to NJAC 6A:14-3.4 specifies that the CST, parent, and regular education teacher participate in a planning meeting to determine the nature and scope of the evaluation. At least 2 members of the CST and other specialists as determined are required. Health appraisal and specialized medical evaluations (i.e. psychiatric, neurological) may be added if deemed necessary.

When the assessments are completed, written report(s) are prepared. Copies of the written reports and documentation and information that will be used for determination of eligibility are given to parents at least 10 days prior to the eligibility meeting. [3.5(a)]

Eligibility

When an initial evaluation is completed for a student ages 3-21 the IEP Team is convened to determine whether the student is eligible for special education and related services. The participants at this meeting are the parent, teacher having knowledge of the student, pupil (when appropriate), at least one CST member conducting an evaluation, district representation such as principal or CST Coordinator, and other individuals as determined by the parent or district.

In making a determination of eligibility for special education and related services, a student shall not be eligible if the determining factor is due to a lack of instruction in reading or math or due to limited English proficiency.

If a parent disagrees with the evaluation of the school, an independent evaluation may be arranged and performed by qualified examiners not employed by the district board of education. This independent evaluation is to be paid for by the district unless the school initiates due process to show its evaluation is appropriate. If a parent requests an independent evaluation the CST coordinator will prepare a list of independent agencies who may be contacted. The independent evaluation is the property of the local district

with copies being shared with the parent. All rules pertaining to pupil records apply to the independent evaluation.

Classification

There are two generic classifications: “Eligible for Special Education and Related Services” and “Eligible for Speech/Language Services.” To be eligible for special education and related services criteria must be met based upon the various eligibility categories as defined in NJAC 6A:14-3.5. A student with an articulation, voice and/or fluency problem who receives speech/language services will be classified “eligible for speech/language services”. Students with language disorders will be referred to the CST for determining the nature and scope of the evaluation. Special education teachers receiving students will be given copies of the IEP by the child study team case manager. If a mainstreamed student requires regular education modifications then these modifications identified in the IEP will be sent to the regular education teacher. The learning disabilities teacher/consultant will work cooperatively with teachers to provide appropriate materials. The child study team case manager is to follow up and monitor all students assigned.

INDIVIDUALIZED EDUCATION PROGRAM

The IEP meeting shall be held within 30 days of determining eligibility for special education and related services or eligible for speech-language services. The IEP shall be developed by the IEP Team and it should consider the following:

- Strengths of the student and concerns of the parent
- Results of the initial evaluation or most recent evaluation
- Behavioral interventions and supports to address behavior when the issue impedes learning for a student
- Language needs for a student with limited English
- Braille needs for a student blind or visually impaired
- Communication needs of the student
- Language and communication needs, opportunities for direct communication with peers and professional personnel in the student’s language and communication mode, academic level, and full range of opportunities for direct instruction for the student with a hearing or deaf impairment
- Assistive technology devices or services
- Transition services for a student 14 years old or older.

ANNUAL REVIEW

Annually, or more often if necessary, the IEP Team shall meet to review and revise the IEP and determine placement. The IEP Team consists of the parent, general education teacher, special education teacher, CST case manager, and pupil (when appropriate). Initial implementation of the IEP cannot occur until consent is

obtained or a due process hearing decision is issued. For other than initial implementation of special education, consent is not required. The parents shall be provided written notice according to NJAC 6A:14-2.3.

RE-EVALUATION

Within three years of the previous classification, or sooner a multidisciplinary reevaluation shall be completed to determine whether the student continues to be a student with a disability. The IEP Team shall determine the nature and scope of the reevaluation to take place by reviewing existing evaluation data; determining if no additional data is needed; or determining the kinds of new data needed and taking measures to gain new data. When a reevaluation is completed the IEP Team meets to determine eligibility and, if necessary, develop a subsequent IEP. The time frame for reevaluation is 60 days. If a parent is in need of translators or sign language interpreters or foreign language interpreters, the coordinator will secure the services of such person in advance at district expense. Such a need will be determined whenever a parent cannot fully understand or converse fluently in the English language. Within 20 working days, the parent or adult pupil will receive copies of IEP and evaluation reports via mail.

RELATED SERVICES

Related services include, but are not limited to, counseling, occupational therapy, physical therapy, speech-language services and transportation. They are provided to a student with a disability when required for the student to benefit from the educational program. Related services are provided by appropriately certified and/or licensed professionals as specified in the student's IEP.

Parental Rights

PARENTAL RIGHTS IN SPECIAL EDUCATION (P.R.I.S.E.)

Students with disabilities are protected under federal law, the Individuals with Disabilities Education Act (IDEA), as well as state law. These laws require school districts to provide a Free Appropriate Public Education (FAPE) to eligible students. This means that children with disabilities are entitled to special education and related services designed to meet their unique needs. If parents believe that their child may need special education services, they can request that the local school district evaluate the child. Parents then become members of a team that will make decisions about the student's education through the creation of an Individualized Education Program (IEP). Parents' input and role in this process are important since they are involved in determining what action will be taken to address their child's needs. The Department of Education (DOE) has developed a booklet to assist parents in understanding their role and rights under the law so they can advocate for their child. The publication, Parental Rights in Special Education (PRISE) is available in multiple languages through local schools district or DOE's website provided here:

<http://www.state.nj.us/education/specialed/form/>.

SPECIAL EDUCATION PARENT ADVISORY COUNCIL (S.E.P.A.C.)

The Special Education Parent Advisory (SEPAC) is a group of parents, professionals and concerned community members who meet monthly with the administrators of Montclair's Special Education Programs to share information and ideas, raise and resolve concerns, and ensure that issues affecting children with special needs are given the attention they deserve. The Parent Advisory Council's (PAC) goals are to improve the instructional process for children classified for Special Education and Related Services and to promote the inclusion of children with special needs, with the necessary support, within their schools and the community at large. We encourage following "best practices" in the identification and evaluation of students with special needs and in the provision of special education services. The PAC seeks to keep parents informed and involved in their children's education by providing an arena to address policy issues and problems related to their children's education by providing topical workshops that address identified problems and by encouraging innovative educational practices.

MEDIATION & DUE PROCESS

A. Mediation is a voluntary process that is available to resolve disputes. Mediation shall be available for students age three through 21 years of age when there is a disagreement regarding identification, evaluation, classification, educational placement or the provision of a free, appropriate public education -- note: A request for mediation shall not deny the right to request a due process hearing; and mediation may be agreed to by a parent and school district in place of the resolution meeting described in N.J.A.C. 6A: 14-2.7.

B. Due Process A due process hearing is an administrative hearing conducted by an administrative law judge. For students aged three through 21 years, a due process hearing may be requested when there is a

disagreement regarding identification, evaluation, reevaluation, classification, educational placement, the provision of a free appropriate education, or disciplinary action. For students above age 21, a due process hearing may be requested while the students receive compensatory educational or related service.

REVOCAION OF CONSENT

In accordance with N.J.A.C 6A:14-2.3, if consent for special education and related services is revoked by the parent, the district board of education shall not file for a due process hearing or otherwise institute any legal proceeding seeking to overturn the parent’s determination. When a parent revokes consent for special education and related services, the school district shall provide written notice to the parent within 10 days of receipt of the written revocation of consent. The school district shall cease providing special education and related services to the student after the expiration of the 15- calendar day notice period unless the parent rescinds the revocation of consent in writing within that time period. The district is not required to amend the educational record or remove any references to the student’s receipt of special education and related services due to the consent revocation.

Declassification 1. Prior to a student being declassified, a reevaluation shall be conducted when a change in eligibility is being considered, except that a reevaluation shall not be required before the termination of a student’s eligibility due to graduation or exceeding age 21.

DOCUMENTS PROVIDED TO PARENTS

IDENTIFICATION

“FIRST MEETING” AND EVALUATION PLAN MEETING (EPM)

- | | |
|---|--|
| <ul style="list-style-type: none"> ● Notice of meeting ● Written Notice outlining reasons Not to Evaluate | <p>PRISE</p> <p>PRISE/ 6A:14/ 1:6A</p> |
|---|--|

EVALUATION... NATURE AND SCOPE OF EVALUATION CONSENT FROM PARENT

- | | |
|--|---------------------------|
| <ul style="list-style-type: none"> ● Written Notice | <p>PRISE/ 6A:14/ 1:6A</p> |
|--|---------------------------|

ELIGIBILITY

MEETING

- | | |
|---|--------------|
| <ul style="list-style-type: none"> ● Notice of Meeting | <p>PRISE</p> |
|---|--------------|

- Written Notice (Student is Not Eligible) PRISE
- Written Notice (Student is Eligible; Develop IEP; Consent) PRISE

ANNUAL REVIEW

- Set Up Meeting PRISE
- Written Notice following Meeting PRISE

REEVALUATION

- Set Up Meeting PRISE
- Written Notice following Meeting PRISE

NO ADDITIONAL DATA NEEDED PRISE

- Written Notice to continue eligibility or ineligible PRISE

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ADDITIONAL DATA NEEDED (EVAL. PLAN MEETING)

- Written Notice PRISE
- Outcome of evaluation –student eligible PRISE
- Outcome of evaluation—student no longer eligible PRISE

SURROGATE PARENTS

Surrogate parents will be assigned to a child when:

- No parent can be identified.
- The district cannot locate whereabouts of parents after reasonable efforts have been made. Reasonable efforts by the district will entail documentation of telephone calls, documentation of mail and certified letters, and documentation of visits to last address.
- The child is a ward of the State.

Qualifications for Surrogate Parents:

- Surrogate cannot be an employee of Wood-Ridge Public Schools and not the employee of the agency providing services, including the administrator of a state facility who has been appointed legal guardian of

the child. Social worker assigned to make decisions for the child who is ward of the state cannot be assigned surrogate parent. Foster parents may be appointed surrogate provided they meet the criteria.

- Natural parents may give the right to represent their child in educational matters to a surrogate parent provided it is explicitly stated in writing; it is revocable at anytime by the parents.
- Each surrogate shall have no interest that conflicts with the interest of the child whom that person represents.
- Each surrogate shall have knowledge and skills that ensure adequate representation of the child.
- A surrogate must receive training from Wood-Ridge BOE in regard to the provision of a free appropriate public education.

Training

Upon selection of surrogate parent by the district, training will commence which attempts to provide as much information and knowledge related to special and regular education code and law. Skills will be addressed in training related to topics which are relevant to the child.

Surrogate parents will receive a packet of information which contains:

- Parental Rights in Special Education:
- NJAC 6A:14 and NJAC 1:6A;
- Wood-Ridge Special Education Manual;
- Student handbook relevant to child;
- Technical Assistance document, Dept. of Education;
- Training sessions which are relevant to child with any fees for training or workshops paid by district.