

New Jersey Department of Education
Office of Special Education
Implementation of Required Policies and Procedure for Eligibility Under IDEA Part B

Name of School <u>Essex Valley School</u>	County <u>Essex</u>
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PART I - POLICIES

In accordance with Part B of the I.D.E.A. and N.J.A.C. 6A:14-1.1 et. seq. each approved private school for students with disabilities and public college operated program must adopt and assure compliance with the following policies.

Policy #1

All students with disabilities who are placed in a receiving school by a district board of education have an IEP in effect prior to the delivery of services.

Policy #2

The receiving school collaborates with the district board of education to ensure that a free, appropriate public education is available for all students with disabilities between the ages of 3 and 21 enrolled in the receiving school including students with disabilities who are suspended from school.

Policy #3

The compilation, maintenance, access to, and confidentiality of, student records are in accordance with N.J.A.C. 6A:32-7.

Policy #4

Students with disabilities who are placed in receiving schools by a district board of education are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

Policy #5

The programs and services provided by the receiving school are in accordance with the requirements of N.J.A.C. 6A:14-1.1 et seq.

Policy #6

All personnel serving students with disabilities are appropriately certified and licensed, where a license is required, in accordance with State and Federal law. Additionally, all personnel serving students with disabilities are assigned to teach only the classes for which they hold appropriate certification.

Policy #7

The receiving school only terminates the placement of a student with disabilities according to the procedures in N.J.A.C. 6A:14-7.7(a) and (b).

Policy #8

The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The receiving school shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;

**New Jersey Department of Education
Office of Special Education
Implementation of Required Policies and Procedure for Eligibility Under IDEA Part B**

2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. 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;
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 education personnel.

Policy #9

The receiving school will ensure that students with disabilities participate in statewide and district-wide assessment with appropriate accommodations and accessibility features in accordance with N.J.A.C. 6A:14- 4.10. All students with disabilities will participate in the general statewide assessments or the alternate assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade level. All receiving schools must ensure that statewide assessments and alternate assessments are provided to students with disabilities onsite at the receiving school and that assessments are administered by receiving school staff members.

Policy #10

Full educational opportunity to all students with disabilities is provided, including courses and classes that will enable students with disabilities to meet requirements needed to receive a State-endorsed diploma, as appropriate. The receiving school must maintain documentation of the curriculum and materials utilized, including a description of how the New Jersey State Learning Standards will be implemented.

Policy #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 student's IEP.

Policy #12

The receiving school will ensure that the length of school day and the academic year shall be as long as that established for nondisabled students 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).

Policy #13

The receiving school will ensure that educational programs are open to observation at all times to the representatives of the sending districts and of the Department of Education in accordance with N.J.A.C. 6A:14-7.6(g).

Policy #14

The receiving school follows all requirements set forth in N.J.A.C. 6A:14-7.3 for amending the policies, procedures, the services provided or the location of facilities.

**New Jersey Department of Education
Office of Special Education
Implementation of Required Policies and Procedure for Eligibility Under IDEA Part B**

Policy #15

The receiving school follows the requirements set forth in N.J.A.C. 6A:14-7.6(h) to operate an extended academic year program.

Policy #16

The receiving school employs a full-time non-teaching principal who shall be responsible for administration and supervision of the school as required by N.J.A.C. 6A:14-7.6(d).

Policy #17

The receiving school follows the requirements set forth in N.J.A.C. 6A:14-7.4 for submission of fiscal information and obtaining valid certificates of fire inspection and, if applicable, health, HVAC inspections, and, if applicable, sewerage plant.

Policy #18

The receiving school follows the requirements set forth in N.J.A.C. 6A:14-7.6(j) to notify the Department a minimum of 90 days prior to ceasing operation or if there is a change in ownership.

Policy #19

The receiving school follows the requirements set forth in N.J.A.C. 6A:23A-18.22 regarding behavior modification programs and adopts a policy that defines the procedures, evidence-based strategies, techniques and approaches used in the behavior modification program.

Behavior modification policy shall not include:

1. Cash or checks;
2. The replacement of meals or components of meals on a regular basis; or
3. High-dollar value items such as personal electronics

New Jersey Department of Education
Office of Special Education
Implementation of Required Policies and Procedure for Eligibility Under IDEA Part B

PART II – PROCEDURES

In accordance with Part B of the I.D.E.A. and N.J.A.C. 6A:14-1.1 et. seq. each approved private school for students with disabilities and public college operated program shall assure compliance with the following policies and procedures below:

Policy #1

Students with disabilities who are placed in a receiving school by a district board of education have an IEP in effect prior to the delivery of services.

Procedures must ensure:

- The receiving school determines whether the student’s IEP can be implemented in that setting prior to accepting the student. [N.J.A.C. 6A:14-7.5(b)1]
- The student’s teacher and, if appropriate, the student and other representatives of the receiving school participate in IEP team meetings. [N.J.A.C. 6A:14-2.3(k)2].

Policy #2

The receiving school collaborates with the district board of education to ensure that a free, appropriate public education is available for all students with disabilities between the ages of 3 and 21 enrolled in the receiving school including students with disabilities who are suspended from school.

Procedures must ensure:

- School officials responsible for implementing suspensions in the receiving school are identified.
- 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 at the sending district.
- A system is in place to track the number of days a student with a disability has been removed for disciplinary reasons.
- Suspension of a student from transportation is counted as a day of removal if the student does not attend school.
- Removal of a student for a portion of the school day is counted proportionately.
- If the receiving school has an in-school suspension program, participation is not counted as a day of removal, if the program provides the following:
 - Opportunity for the student to progress in the general education curriculum.
 - Services and modifications specified in the student’s IEP.
 - Interaction with peers who are not disabled to the extent they would have in the current placement; and
 - The student is counted as present for the time spent in the in-school suspension program.
- When a series of short-term removals will accumulate to more than 10 school days in the year:
 - Officials of the sending district, personnel from the receiving school and the sending district case manager consult to determine whether the removals constitute a change in placement. [N.J.A.C. 6A:14-2.8(c)2]. The determination of whether a series of removals constitute a change in placement is made by the public sending school district officials.

**New Jersey Department of Education
Office of Special Education
Implementation of Required Policies and Procedure for Eligibility Under IDEA Part B**

- Written documentation of the consultation between officials of the sending district, personnel from the receiving school and the case manager of the sending district is maintained;
- If it is determined that there is no change in placement, school officials of the sending school district, the case manager of the sending district and the special education teacher at the receiving school consult to determine the extent to which services are necessary to:
 - a) Enable the student to participate and progress appropriately in the general education curriculum; and
 - b) Advance appropriately toward achieving the goals set out in the student's IEP.
- Written documentation of the consultation and services provided is maintained.

Policy #3

The compilation, maintenance, access to and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.

Due to the specificity of the requirements at N.J.A.C. 6A:32-7, no additional written procedures are required.

Policy #4

Students with disabilities who are placed in private schools by a district board of education are provided special education and related services at no cost to their parents according to N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3.

Due to the specificity of the requirements at N.J.A.C. 6A:14-1.1(d) and N.J.A.C. 6A:14-7.5(b)3, no additional written procedures are required.

Policy #5

The programs and services provided by the receiving school are in accordance with the requirements of N.J.A.C. 6A:14-1.1 et seq.

Procedures must ensure:

- If a change in the delivery of special education or related services is necessary, due to a change in personnel or student need, the receiving school will contact the sending district to convene an IEP team meeting to review and, if appropriate, revise the IEP.

Policy #6

All personnel serving students with disabilities are appropriately certified and licensed, where a license is required, in accordance with State and Federal law. Additionally, receiving schools must ensure that all personnel serving students with disabilities are assigned to teach only the classes for which they hold appropriate certification.

Procedures must ensure:

- A list of professional staff who will provide services will be provided to the County Office of Education. The list shall verify staff certification and license, if one is required, the function he

**New Jersey Department of Education
Office of Special Education
Implementation of Required Policies and Procedure for Eligibility Under IDEA Part B**

or she will perform, and documentation of a criminal history review pursuant to N.J.S.A. 18A:6-7.1 has been completed.

- In accordance with N.J.A.C. 6A:14-7.3 (b), when a professional staff member leaves or a new professional staff member is hired, the approved private school shall provide written notification to the Department of Education through its County Office of Education within seven calendar days of the change.

Policy #7

The receiving school terminates the placement of a student with disabilities according to N.J.A.C. 6A:14-7.7(a) and (b).

Due to the specificity of the requirements at 6A:14-7.7(a) and (b), no additional written procedures are required.

Policy #8

The in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The receiving school shall maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed 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 impedes the learning of students with disabilities and others;
3. 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;
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 education personnel.

Due to the specificity of the requirements at 6A:14-1.2(b) 14, no additional written procedures are required.

Policy #9

Students with disabilities are included in statewide and district-wide assessment programs, with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in statewide assessments or the alternate assessment, in grades 3, 4, 5, 6, 7, 8 and 11 in accordance with their assigned grade level.

Procedures must ensure

**New Jersey Department of Education
Office of Special Education
Implementation of Required Policies and Procedure for Eligibility Under IDEA Part B**

- All receiving schools must ensure that statewide assessments and alternate assessments (NJSLA, DLM) are provided to students with disabilities onsite at the receiving school and that statewide assessments are administered by receiving school staff members. Students are not sent back to their home districts to take any assessment.

Policy #10

Full educational opportunity to all students with disabilities is provided, including courses and classes that will enable students with disabilities to meet requirements needed to receive a State-endorsed diploma, as appropriate. The receiving school must maintain documentation of the curriculum and materials currently utilized by the school, including a description of how the New Jersey State Learning Standards will be implemented.

Procedures must ensure:

- Curriculum initially approved by the New Jersey Department of Education will be reviewed and updated annually. Any changes to the curriculum or adoption of any new curriculum must first be approved by the County Office of Education.
- In accordance with N.J.A.C. 6A:14-3.7(e)9, students with disabilities will not be exempt from graduation requirements unless a description of the alternate proficiency to be achieved is provided.
- A plan must be in effect, in accordance with N.J.A.C 6A:14-1.2(b)19, to establish stability in special education programming. The plan shall take into account the consistency of the location, curriculum, and staffing in the provision of special education services.
- The plan must also include the mechanism used to evaluate student progress in the general education curriculum and program efficacy.

Policy #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 student's IEP.

Due to the specificity of the requirements at N.J.A.C. 6A:14-4.5(d), no additional written procedures are required.

Policy #12

The receiving school will ensure that the length of a school day and the academic year shall be as long as that established for nondisabled students 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).

Procedures must ensure:

- The receiving school will ensure that the length of a school day and academic year is consistent with a sample daily schedule and school calendar from one of their sending school districts and

**New Jersey Department of Education
Office of Special Education
Implementation of Required Policies and Procedure for Eligibility Under IDEA Part B**

must reflect the appropriate age/grade level for those students who attend the receiving school. (e.g. elementary, middle and/or high school).

- The receiving school will maintain documentation of the school calendar of the sending school district, along with the receiving school's calendar, to ensure compliance.
- The receiving school will maintain documentation of a sample student daily schedule from a sending school district, along with a sample receiving school's daily schedule, to ensure compliance.
- The receiving school will not include shortened school days in its daily schedule or calendar unless such days are reflected in the sending school sample daily schedule and/or school calendar.
- Any shortened school days for an individual student will be implemented, as needed on an individual basis, and must be reflected in each student's IEP.

Policy #13

The receiving school will ensure that educational programs are open to observation at all times to the representatives of the sending districts and of the Department of Education in accordance with N.J.A.C. 6A:14-7.6(g).

Due to the specificity of the requirements at N.J.A.C. 6A:14-4.5(g), no additional written procedures are required.

Policy #14

The receiving school follows all requirements set forth in N.J.A.C. 6A:14-7.3 for amending the policies, procedures, the services provided or the location of facilities.

Procedures must ensure:

- The receiving school will submit all required documentation and obtain approval from the New Jersey Department of Education, through the county offices of education, prior to amending policies and procedures, changing the nature and scope of services provided, and increasing or reducing the services provided, including the number of classes operated.
- The receiving school will submit all required documentation and obtain approval from the New Jersey Department of Education, through the county offices of education, prior to changing locations or opening a program at an additional location.

Policy #15

The receiving school follows the requirements set forth in N.J.A.C. 6A:14-7.6(h) to operate an extended academic year program.

Procedures must ensure:

**New Jersey Department of Education
Office of Special Education
Implementation of Required Policies and Procedure for Eligibility Under IDEA Part B**

- The receiving school will submit all required documentation and obtain approval from the New Jersey Department of Education, through the county offices of education, prior providing an extended academic year program.

Policy #16

The receiving school employs a full-time non-teaching principal who shall be responsible for administration and supervision of the school as required by N.J.A.C. 6A:14-7.6(d).

Due to the specificity of the requirements at N.J.A.C. 6A:14-7.6(d), no additional written procedures are required.

Policy #17

The receiving schools follows the requirements set forth in N.J.A.C. 6A:14-7.4 for submission of fiscal information and obtaining valid certificates of fire inspection and, if applicable, health, HVAC inspections, and, if applicable, sewerage plant.

Due to the specificity of the requirements at N.J.A.C. 6A:14-7.4, no additional written procedures are required.

Policy #18

The receiving school follows the requirements set forth in N.J.A.C. 6A:14-7.6(j) to notify the Department a minimum of 90 days prior to ceasing operation or if there is a change in ownership.

Due to the specificity of the requirements at N.J.A.C. 6A:14-7.6(j), no additional written procedures are required.

Policy #19

The receiving school follows the requirements set forth in N.J.A.C. 6A:23A-18.22 regarding behavior modification programs and adopts a policy that defines the procedures, evidence-based strategies, techniques and approaches used in the behavior modification program.

Behavior modification policy shall not include:

1. Cash or checks;
2. The replacement of meals or components of meals on a regular basis; or
3. High-dollar value items such as personal electronics.

Due to the specificity of the requirements at N.J.A.C. 6A:23A-18.22, no additional written procedures are required.

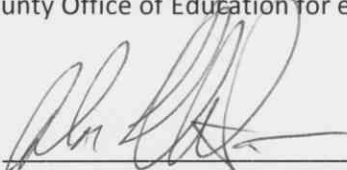
New Jersey Department of Education
Office of Special Education
Implementation of Required Policies and Procedure for Eligibility Under IDEA Part B

ASSURANCE STATEMENT

Name of School: Essex Valley School

- Approved Private School for Students with Disabilities
 Public College Operated Program

- To demonstrate compliance with Part B of the IDEA and N.J.A.C. 6A:14-1.1(b) and (c), the above-named school shall assure compliance with the above stated policies and procedures.
- The school shall maintain a copy of the policies and procedures in the school building for review upon request.
- The school shall submit a copy of the policies and procedures and the signed assurance statement to the New Jersey Department of Education, Office of Special Education, via email to yasmin.burrell@doe.nj.gov.
- The school shall submit a copy of the policies and procedures and the signed assurance statement to the County Office of Education for each county in which a school is operated.

Signature:  Date: February 28, 2022
Director of Approved Private School for Students with Disabilities

Signature: _____ Date: _____
Superintendent of Public College Operated Program