

# CHILD STUDY TEAM REFERRAL

*A referral is a written request for an initial evaluation submitted to the child study team.*

## **PRE-REFERRAL INTERVENTION** [\(N.J.A.C. 6A:14-3.3\(b\)\)](#)

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.

After interventions have been utilized, the New Jersey Administrative Code [N.J.A.C. 6A:14-3.3\(c\)1](#) addresses the next step:

When it is determined through analysis of relevant documentation and data concerning each intervention utilized that interventions in the general education program have not adequately addressed the educational difficulties, and it is believed that the student may have a disability, the student shall be referred for an evaluation to determine eligibility for special education programs and services.

## **MAKING A CHILD STUDY TEAM REFERRAL**

If and when pre-referral interventions are not successful, you may contact your child's teacher with your referring concerns or put your concerns in writing to Nicole Espenberg, Director of Special Services at [nespenberg@ims.k12.nj.us](mailto:nespenberg@ims.k12.nj.us).

## **IDENTIFICATION MEETING**

*An Identification Meeting will be scheduled within twenty calendar days of a Child Study Team referral. The purpose of an Identification Meeting is to review all available data to determine whether or not an evaluation for Special Education and Related Services is appropriate.*

[N.J.A.C.6A: 14-3.3\(e\)](#)

Notice of a Meeting

Parent and student are provided notice of a meeting to determine need for evaluation. The notice includes a copy of the procedural safeguards statement, [Parental Rights in Special Education](#) (PRISE).

Meeting

A meeting of the child study team, the parent, the student and a general education representative will be convened within twenty calendar days to determine whether an evaluation is warranted.

When Evaluation Is Not Warranted

Within 15 calendar days of the meeting, the parent is provided with written notice of the determination that the evaluation is not warranted and a copy of the short procedural safeguards statement.

When Evaluation Is Warranted

The student shall be considered identified as potentially a student with a disability (N.J.A.C. 6A: 14-3.3(f)).

## EVALUATION

*The meeting participants shall determine whether an evaluation is warranted and, if warranted, shall determine the nature and scope of the evaluation, according to N.J.A.C. 6A: 14-3.4(a).*

### [N.J.A.C. 6A: 14-3.4](#)

Determination	The team will determine which child study team members and/or specialists shall conduct each assessment that is part of the evaluation.
Written Notice	Within 15 calendars of the Initial Meeting, the parent will be provided with written notice of the proposed actions including the nature and scope of the evaluation.
Obtaining Consent	Prior to conducting any assessment the district shall request and obtain consent to evaluate.
Timelines	After parental consent for initial evaluation has been received, the evaluation, determination of eligibility for services, and if eligible, development and implementation of the IEP for the student shall be completed within 90 calendar days.

## SPECIAL EDUCATION ELIGIBILITY

*After the agreed upon assessments are completed, a written report of each assessment is prepared. A copy of the evaluation report(s) and documentation that will be used for a determination of eligibility shall be given to the parent not less than 10 calendar days prior to the meeting. [N.J.A.C. 6A:14-3.5\(a\)](#)*

### Notice of a Meeting

Meetings to determine eligibility and develop an IEP shall, if feasible, be combined as long as the requirements for notice of a meeting are met. [N.J.A.C. 6A: 14-2.3\(k\)](#)

### Meeting Participants

Eligibility is determined collaboratively by the parent, a teacher knowledgeable about the student's educational performance and/or about the district's programs, the student where appropriate, at least one CST member who participated in the evaluation, the case manager and/or other appropriate individuals at the discretion of the parent or school district. [N.J.A.C. 6A: 14-2.3\(k\)1](#)

### Determining Eligibility

A student shall be determined eligible and classified "eligible for special education and related services" when:

- The student must have one or more of the disabilities defined in [N.J.A.C. 6A:14-3.5\(c\)1-14](#).
- The disability adversely affects the student's educational performance; and
- The student is in need of special education and related services.

### Determined Not Eligible

Within 15 calendar days of the meeting, the parent will be provided with written notice of the determination that the student is ineligible for special education and related services and a copy of the [short procedural safeguards statement](#).

A student shall not be determined eligible if the determinant factor is due to a lack of instruction in reading, including the essential components of reading instruction, or math, or due to limited English proficiency. [N.J.A.C. 6A: 14-3.5\(b\)](#)

## INITIAL INDIVIDUAL EDUCATION PLAN

*Once a student is determined eligible and classified "eligible for special education and related services" the team will develop an Individualized Education Program (IEP) for that student.*

[N.J.A.C. 6A: 14-3.7](#)

Timeframe	A meeting to develop the initial IEP shall be held within 30 calendar days of a determination of eligibility.
Meeting Participants	Parent/Student (when appropriate) General Education/Special Education Teacher(s) At least 1 CST member who can interpret evaluations Case Manager 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.
Written Notes/Copy of the IEP	Either a copy of the IEP or written notes setting forth agreements with respect to the IEP as determined by the IEP team shall be provided to the parents at the conclusion of the meeting. <a href="#">N.J.A.C. 6A: 14-3.7(1)</a>
Written Notice	Written notice and proposed actions shall include: <ul style="list-style-type: none"><li>• Proposed IEP</li><li>• Proposed educational placement</li><li>• A request for written consent</li><li>• A copy of the short procedural safeguards statement</li></ul>
Consideration	The parent may agree to the IEP during the meeting or has the right to consider the proposed program for up to 15 calendar days.
Initial IEP Implementation	When the team and parent have reached signed agreement, the proposed IEP will be implemented within 15 calendar days.

## ANNUAL REVIEW

*Annually, or more often if necessary, the IEP team shall meet to review and revise the IEP and determine placement.*

[N.J.A.C. 6A:14-3.7 \(i-i\)](#)

### Meeting Participants

Parent/Student (when appropriate)  
General Education/Special Education Teacher(s)  
At least 1 CST member who can interpret evaluations  
Case Manager  
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.

### Review of Data

The IEP team shall review:

- Any lack of expected progress toward the annual goals and in the general curriculum, where appropriate;
- Information about the student including information provided by the parents, current classroom-based assessments and observations, and the observations of teachers and related service providers;
- The student's anticipated needs; or
- Other relevant matters.

### Out of District Students

For those students in a separate setting, the IEP team shall, on an annual basis, consider activities necessary to transition the student to a less restrictive placement. [N.J.A.C. 6A:14-3.7\(k\)](#)

### Written Notice

Written notice and proposed actions shall include the:

- Proposed IEP
- Proposed educational placement
- A request for written consent
- A copy of the short procedural safeguards statement

Consideration

The parent may agree to the IEP during the meeting or has the right to consider the proposed program for up to 15 calendar days.

IEP Implementation

When the team and parent have reached signed agreement, the proposed IEP will be implemented for the corresponding school year.

## REEVALUATION

*Within three years of previous classification, a multi-disciplinary reevaluation shall be completed to determine whether the student continues to be a student with a disability.*

[N.J.A.C. 6A:14-3.8](#)

### Meeting Participants

Parent/Student (when appropriate)  
General Education/Special Education  
Teacher(s)  
At least 1 CST member who can interpret evaluations  
Case Manager  
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.

### Review of Data

The IEP team shall review existing data and shall identify what additional data, if any are needed to determine:

- Whether the student continues to have a disability;
- The present levels of academic achievement and functional performance and educational and related developmental needs of the student;
- Whether the student needs special education and related services, and the academic, developmental, functional and behavioral needs of the student and how they should be appropriately addressed in the students' IEP; and
- Whether any additions or modifications to the special education and related services is needed to enable the student with a disability to meet annual goals set in the IEP and to participate, as appropriate, in the general education curriculum.



When Additional Data is Not Needed

If the IEP team determines that no additional data is needed to determine whether the student continues to be a student with a disability, the district board of education shall:

- Provide notice to the student's parents of that determination and the right of the parents to request an assessment to determine whether the student continues to be a student with a disability; and
- Shall not be required to conduct such an assessment unless requested by the student's parents.

When Additional Data is Needed

If additional data is needed, the IEP team shall determine the nature and scope of the proposed reevaluation including which child study team members and/or specialists shall administer tests and other assessment procedures.

Written Notice

Written notice and proposed actions shall include:

- The nature and scope of the proposed reevaluation including which CST member and/or specialist will administer tests and other assessment procedures;
- A copy of the [short procedural safeguards statement](#); and
- A request for written consent from the parent and/or adult student.

Consideration

The parent may consider the proposed reevaluation program for up to 15 calendar days.

Completed Assessments

When the assessments are completed, written report(s) are prepared. A copy of the evaluation report(s) and documentation of the eligibility shall be given to the parent at least 10 days prior to the meeting. [N.J.A.C. 6A:14-3.8\(f\)1](#)

## **Section 504 of the Rehabilitation Act of 1973**

Section 504 of the Rehabilitation Act of 1973 is a federal law that protects qualified individuals from discrimination based upon their disability. Under this law, individuals with disabilities are defined as persons with a physical or mental impairment that substantially limits one or more major life activities. Section 504 requires school districts to provide appropriate educational services designed to meet the needs of identified students.

Both schools in the Shamong Township School District has identified a 504 Coordinator. All information obtained regarding the nature of the student's disability is documented and all significant factors related to the student's learning process are considered. Medical documentation may be further reviewed by the school physician.

If a student is determined eligible for services under Section 504, an individualized accommodation plan is developed. Student progress is consistently monitored and the 504 plan is reviewed annually. This review will serve to evaluate the effectiveness of the accommodations and to determine if the student remains eligible for the plan. Medical documentation may need to be updated annually dependent on the nature of the student's disability.

For information regarding a 504 plan, please contact your child's school Guidance Counselor.

For further information regarding 504, please refer to [NJ DOE Section 504](#).

## **INDIAN MILLS PARENT ADVISORY COOPERATIVE TEAM (IMPACT)**

August 5, 2014

Dear Parent/Guardian(s):

The State of New Jersey Special Education Code N.J.A.C. 6A:14-1.2(h) requires each district board of education to ensure that a special education parent advisory group is in place in the district to provide input to the district on issues concerning students with disabilities.

Information regarding Shamong's special education parent advisory group (IMPACT) will be communicated through the weekly Thursday packet in addition to postings on the district website. IMPACT's mission is "to make a positive impact in the lives of students in our community who have learning, social and/or behavioral differences." IMPACT will host guest speakers and provide information on relevant special education topics as well as serve as a support and resource for children and families.

The group, facilitated by parents, is open for both parents and school staff to attend. Meetings will be held at Indian Mills Memorial School media center (6:30 pm meet and greet and 7:00 pm start time) on the following dates:

*September 17, 2014*

*October 16, 2014*

*November 20, 2014*

*December 18, 2014*

*January 15, 2015*

*February 18, 2015*

*March 19, 2015*

*April 16, 2015*

*May 21, 2015*

I am pleased to extend this partnership opportunity with you to collaborate with the Pupil Services Department and look forward to your participation and feedback!

Sincerely,

Nicole Espenberg  
Director of Pupil Services

## RESOURCES

[NJ Administrative Code Title 6A Chapter 14 Special Education](#)

[Chapter 6A Special Education Program](#)

[Parental Rights in Special Education-English](#)

[Parental Rights in Special Education-Spanish](#)