

OFFICE OF STUDENT-RELATED SERVICES

SPECIAL SERVICES

The Office of Student Related Services (OSRS) mission is to support the academic, social, and emotional wellness of all students by equipping them with resources and fostering knowledge and decision-making skills necessary to become highly motivated, goal-oriented, mindful, and proactive citizens of noble character in a multicultural and ever-changing global society.

In accordance, the Special Education Department supports the mission of the OSRS by ensuring students with disabilities receive the instruction and related services necessary to succeed in the “Least Restrictive Environments” to the maximum extent appropriate with students who are not disabled (N.J.A.C. 6A:14-4.2(a)1). We are committed to challenging all students to pursue academic excellence regardless of their disability. Academic instruction is provided through In-Class Support and Pullout Replacement and classes. We offer a Life-Skills Transitional program for students up to 21-years of age. For students who are solely interested in our Career & Technical Education courses, we offer a Shared-Time Program.



SUPPORTS & SERVICES

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DONALD PAYNE TECH CHILD STUDY TEAM CASE MANAGER ASSIGNMENTS

| PT Case Managers | Title | Grade Level Assignment | Email | Extension |
|--------------------------|--|-------------------------------|--------------------------------|------------------|
| <i>Glendora Simonson</i> | <i>Learn Disabilities Teacher Consultant</i> | <i>9</i> | <i>gsimonson@essextech.org</i> | <i>2226</i> |
| <i>Stephanie Dias</i> | <i>Psychologist</i> | <i>10 & (NT)</i> | <i>sdias@essextech.org</i> | <i>2228</i> |
| <i>Marianne Rubino</i> | <i>School Social Worker</i> | <i>11&12</i> | <i>mrubino@essextech.org</i> | <i>2229</i> |

WEST CALDWELL TECH CHILD STUDY TEAM CASE MANAGER ASSIGNMENTS

| WCT Case Managers | Title | Grade Level Assignment | Email | Extension |
|--------------------------|--|---------------------------------------|-------------------------------|------------------|
| <i>TBA</i> | <i>Learn Disabilities Teacher Consultant</i> | <i>Life Skills Transition Academy</i> | <i>pjeter@essextech.org</i> | <i>2245</i> |
| <i>Nicole Rivera</i> | <i>Psychologist</i> | <i>9 & 10</i> | <i>nriviera@essextech.org</i> | <i>2244</i> |
| <i>Taliyah Joyner</i> | <i>School Social Worker</i> | <i>11 & 12</i> | <i>tjoyner@essextech.org</i> | <i>2269</i> |
| <i>Krutika Jagad</i> | <i>Speech/Language Pathologist</i> | <i>9-12</i> | <i>kjagad@essextech.org</i> | <i>2235</i> |

SHARED-TIME PROGRAM ASSIGNMENTS

| WCT Case Managers | Title | Grade Level Assignment | Email | Extension |
|--------------------------|--|--------------------------------|--------------------------------|------------------|
| <i>Emily Arcangelo</i> | <i>School Counselor</i> | <i>9-12 Reports Only</i> | <i>earangelo@essextech.org</i> | <i>2261</i> |
| <i>TBA</i> | <i>Learn Disabilities Teacher Consultant</i> | <i>9 CST Related</i> | <i>pjeter@essextech.org</i> | <i>2245</i> |
| <i>Nicole Rivera</i> | <i>Psychologist</i> | <i>10 & 12 CST Related</i> | <i>nriviera@essextech.org</i> | <i>2244</i> |
| <i>Taliyah Joyner</i> | <i>School Social Worker</i> | <i>11 CST Related</i> | <i>tjoyner@essextech.org</i> | <i>2269</i> |

WHAT IS SPECIAL EDUCATION?

In the US, the governing federal law is the Individuals with Disabilities Education Act (IDEA). Under this act, special education is defined as:

"Specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability."

Students qualifying for special education services have needs that often require support that goes beyond what is usually offered or received in the regular school/classroom setting. Special education is in place to ensure that all students' educational needs are met. This means that additional services, support, programs, specialized placements, or environments are supplied when necessary and at no cost to the parents.

The 13 Categories of Special Education Under IDEA

Typically, the types of exceptionalities/disabilities that fall under special education are clearly identified in the jurisdiction's law. Special education is for students with disabilities, which are defined under IDEA as follows:

- Autism
- Deaf-Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Impairment
- Traumatic Brain Injury
- Visual Impairment

The goal of special education is to ensure that students who have any of these disabilities can take part in education along with students without disabilities and can access the curriculum whenever and as much as possible. Ideally, all students would have equitable access to education in order to reach their potential.

Inclusion

The vast majority of classified students are being served in regular programs with support or minimal pullout. The district offers a full spectrum of services and also has programs with special schools. The objective is to provide every student with programs designed to meet his or her needs. Consistent with a student's Individualized Education Program, Honors and Advanced Placement courses are also an option.

In-class Support

A regular education teacher and a special education teacher work together in general education classes. All students in the class, whether classified or not, receive academic and organizational support.

Pull-out Replacement

These classes are taught by special education teachers and include only special education students. This placement is for students requiring a much more supportive instructional program. Pull-out replacement is offered at every grade level in English, math, science, and social studies, where applicable. Class size is limited by state mandate.

Life Skills Transition Academy

This program is for those students requiring a much more concentrated instructional program. There are program options for students with different learning, developmental and emotional difficulties. While students engage in both in-class support and pull-out replacement courses, classes are designed to address the unique needs of the individual student. In addition to the academic coursework required NJ DOE for graduation, students engage in practical and functional living skills in order to prepare them for future adult environments in the home, community and work place. This program includes a multitude of areas such as CTE skills, daily living skills, community-based instruction, self-care, functional reading, and math.

[Keynote Speeches by Students and Adults with Disabilities on Successful Self-Advocacy and Leadership Skills](#)

ECST Shared-Time programs provide an opportunity for students to enroll in a Career & Technical Education (CTE) Programs while attending their home high school. Shared-time Program are offered over three periods per day. Freshman and sophomores attend AM classes during periods 1-3. Juniors and Seniors attend PM classes during periods 7-9. Students accepted into our shared-time program continue with their regular course of study at their home high school the rest of the school day. Most programs consists of four years of study in which the student learns skills that will qualify them for entry-level jobs or prepare them for further education in their chosen CTE program. In addition, students will learn workplace readiness skills and may participate in state-board licensure for cosmetology, and shadowing experiences or work-based structured learning for other CTE areas of study.

All pupils will be given equal opportunity for enrollment in programs operated by the ECST regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status (34 C.F.R. Part 100, Appendix B, Section IV-A). No qualified handicapped person shall, on the basis of handicap, be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives federal financial assistance, et seq (34 C.F.R. Part 104.4(a)(b). Nonetheless, students must complete the application process to be considered for the Shared-time Program.

The Shared-time Program is open for general education, special education, and English learners. Prospective students must complete the application process; however, admissions is on an ongoing basis if space is available, for some programs.

<https://www.essextech.org/admissions-welcome/>

REPORTING CHILD ABUSE IN NJ

[Reporting Child Abuse in New Jersey](#)

In New Jersey, anyone with reasonable cause to believe a child is being abused should immediately call the Child Abuse Hotline. If the child is in immediate danger, call 911 as well as 1-877 NJ ABUSE. You can call anonymously and do not need proof to report an allegation of child abuse. The Hotline is available 24 hours a day, seven days a week. **1-877 NJ ABUSE (1-877-652-2873) TTY 1-800-835-5510.**

PCG EASYIEP SUPPLEMENTARY AIDS & SERVICES FOR STUDENTS WITH DISABILITIES

| | |
|--|---|
| ABA | |
| Adaptive Writing Tools | |
| Alternate Assessments | |
| Alternative Texts | |
| American Sign Language | |
| Assignment/Homework Book | |
| Assistive Devices, AT Services, Adaptive Equipment | |
| Audio Books | |
| Audio Stimulation to Support Rhythmic Pace (music) | |
| Augmentative communication device | |
| Backward Chaining | |
| Braille Materials | |
| Calendar | |
| Calming Strategies/Cues | |
| Cassette/CD Player | |
| Choice Boards | |
| Color Coded Key Words | |
| Color Coding | |
| Colored Visual Overlays | |
| Communication Boards/Books/Cards | |
| Computer Support | |
| Copy of Classroom Notes | |
| Correct Speech Samples | |
| Course Syllabus | |
| Draft Building Software | |
| Dual Set of Materials for School and Home | |
| Editing Checklists | |
| Endless Loop Tape for Directions | |
| Extended Response Time | |
| Fade 1:1 Support Person | |
| Fade Prompt System | |
| FM System | |
| Frequent Rest Periods | |
| Parent Training on Assistive Devices, AT Services, and/or Adaptive Equipment | |
| Graph Paper | |
| Graphic Organizers | |
| High Technology Communication Devices (voice-output) | |
| Highlighting Markers/Tape | |
| | Raised Line Paper |
| | Recorded Materials |
| | Rehearsal, Use of Scripts |
| | Reinforcement Menu |
| | Relaxation Techniques |
| | Retaking of Tests |
| | Role Playing |
| | Rubrics |
| | Scan Accessible |
| | Scoring Guides |
| | Self-Cueing Techniques |
| | Self-Monitoring Checklist |
| | Sensory Issue Addressed |
| | Sensory Strategies |
| | Sentence Strips |
| | Sequential Directions |
| | Signal System to Recognize Abusive Verbal Pattern |
| | Signal System to Recognize Abusive Vocal Pattern |
| | Small Group Instruction 2-5 |
| | Spell Checker |
| | Staff Training on Assistive Devices, AT Services, and/or Adaptive Equipment |
| | Structured Transitions |
| | Study Carrel |
| | Study Guides |
| | Switch Accessible |
| | Switch Activated Devices |
| | Tactile Cues |
| | Tape Recorder |
| | Teacher Wait Time |
| | Text-to-Speech Software |
| | Tiered Assignments |
| | Token Economy |
| | Use of Timer |
| | Visual Reinforcers |
| | Well-Defined Boundaries |
| | Word Prediction Software |
| | Mnemonic Strategies |
| | Place Maker |
| | Preferential Seating |

SUPPLEMENTARY AIDS & SERVICES FOR STUDENTS WITH DISABILITIES BY CATEGORY

[Environmental](#)

[Assignment Modification](#)

- Preferential seating
- Planned seating: bus, classroom, lunchroom, auditorium, other
- Alter physical room arrangement (Specify:_____)
- Use study carrels or quiet areas
- Define area concretely (e.g., carpet squares, tape on floor, rug area)
- Reduce/minimize distractions: visual, spatial, auditory, movement
- Teach positive rules for use of space

Pacing of Instruction

- Extended time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copying in timed situations
- Send additional copy of the text home for summer preview
- Provide home set of materials for preview or review

Presentation of Subject Matter

Teach to the student's learning style/strength intelligences

- Verbal/Linguistic, Logical/Mathematical, Visual/Spatial, Naturalist, Bodily/Kinesthetic, Musical, Interpersonal, Intrapersonal
- Use active, experiential learning
- Use specialized curriculum
- Record class lectures and discussions to replay later
- Use American Sign Language and/or total communication
- Provide prewritten notes, an outline, or an organizer (e.g., mind map)
- Provide a copy of a classmate's notes (e.g., use NCR paper, photocopy)
- Use functional and meaningful application of academic skills
- Present demonstrations and models
- Use manipulatives and real objects in mathematics
- Highlight critical information and main ideas
- Preteach vocabulary
- Make and use vocabulary files, or provide vocabulary lists
- Reduce the language level of the reading assignment
- Use facilitated communication
- Use visual organizers/sequences
- Use paired reading/writing
- Reduce seat time in class or activities
- Use diaries or learning logs
- Reword/rephrase instructions and questions
- Preview and review major concepts in primary language

- Give directions in small, distinct steps (written/picture/verbal)
- Use written backup for oral directions
- Use pictures as supplement to oral directions
- Lower difficulty level
- Raise difficulty level
- Shorten assignments
- Reduce paper and pencil tasks
- Read or record directions to student
- Give extra cues and prompts
- Allow student to record or type assignments
- Adapt worksheets and packets
- Use compensatory procedures by providing alternate assignments, when demands of class conflicts with student capabilities
- Ignore spelling errors/sloppy work
- Ignore penmanship

Self-Management/Follow-Through

- Provide pictorial or written daily or weekly schedule
- Provide student calendars
- Check often for understanding/review
- Request parent reinforcement
- Have student repeat directions
- Teach study skills
- Use binders to organize material
- Design/write/use long-term assignments timelines
- Review and practice real situations
- Plan for generalization by teaching skill in several environments

Testing Adaptations

- Provide oral instructions and/or read test questions
- Use pictorial instructions/questions
- Read test to student
- Preview language of test questions
- Ask questions that have applications in real setting
- Administer test individually
- Use short answer, multiple choice, shorten length
- Extend time frame, use open note/book tests
- Modify format to reduce visual complexity or confusion

Social Interaction Support

- Use natural peer supports and multiple, rotating peers
- Use peer advocacy
- Use cooperative learning group
- Institute peer tutoring

Materials

- Limit amount of material on page
- Record text and other class materials
- Use study guides and advanced organizers
- Use supplementary materials
- Provide note-taking assistance
- Copy class notes
- Scan tests and class notes into computer
- Use large print
- Use Braille material
- Use communication book or board
- Provide assistive technology and software

Specialized equipment or Procedure

- Wheelchair
- Standing Board
- Computer
- Electronic Typewriter
- Modified Keyboard
- Switches
- Catheterization
- Braces
- Customized mealtime
- Walker
- Positioning
- Computer software
- Video
- Voice Synthesizer
- Augmentative communication device
- Suctioning
- Restroom equipment

- Structure opportunities for social interaction (e.g., Circle of Friends)
- Focus on social process rather than end product
- Structure shared experiences in school and extracurricular activities
- Teach friendship, sharing, and negotiation skills to classmates
- Teach social communication skills
 - Greetings
 - Conversation
 - Turn taking
 - Sharing
 - Negotiation

Level of Staff Support (Consider after considering previous categories)

- Consultation
- Stop-in support
- Team Teaching (parallel, supportive, complementary, or co-teaching)
- Daily in-class support
- Total staff support (staff are in close proximity)
- One-on-one assistance
- Specialized personnel support (If indicated, identify time needed)

Support

- Instructional Support Assistant
- Health care assistant
- Behavior Assistant
- Signing assistant
- Nursing
- Occupational therapy
- Physical therapy
- Speech and language therapist
- Augmentative and communication specialist
- Transportation
- Counseling
- Adaptive physical education
- Transition planning
- Orientation/mobility
- Career counselling

INTERVENTION & REFERRAL SERVICES

ADMINISTRATIVE CODE

In April 2001, the State Board of Education adopted new rules to provide district boards of education with standards for the delivery of intervention and referral services (N.J.A.C. 6A:16-7, Intervention and Referral Services*). (A copy of N.J.A.C. 6A:16-7 is provided in Appendix A.) The requirements set forth in the regulations are intended to provide schools with direction in formulating coordinated services and team delivery systems to address the full range of student learning, behavior and health problems in the general education program, such as those identified in the Overview section above. Under the new regulations, however, schools *may* also provide intervention and referral services for students who have been determined to

Establishment and Purposes of Intervention and Referral Services ---- Pursuant to these regulations, district boards of education are required to:

"... establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior, or health difficulties..." [N.J.A.C. 6A:16-7.1(a)]; and which are designed to:

"...assist staff who have difficulties in addressing students' learning, behavior, or health needs." [N.J.A.C. 6A:16-7.1(a)]

The regulations make it clear that I&RS activities should be focused on concerns with students, and that the end result of I&RS activities should be student improvement. It is equally important to note, however, that, an I&RS program must consist of a formal, coordinated and well- articulated system of supportive activities and services for staff who have identified student difficulties and those who will be involved in the amelioration of the identified educational concerns. The I&RS Committee develops an Action Plan containing goals, interventions, and a timeline for the plan's duration.

I&RS PROCESS

Phase 1: Request for Assistance

Phase 2: Information Collection

Phase 3: Parent/Guardian Notification

Phase 4: Problem Solve

Phase 5: Develop I&RS Action Plan

Phase 6: Support, Evaluate and Continue the Process

ECST I&RS FORMS:

- **FORM I - Teacher I&RS Referral Form**
- **FORM IA- School Counselor I&RS Referral Form**

[NJDOE I&RS WEBSITE](#)

SECTION 504

Section 504 is a civil rights law that prohibits discrimination against individuals with disabilities. Section 504 ensures that students with medical or other disabilities have equal access to an education. Qualified students may receive accommodations and modifications planned by persons knowledgeable about the students, the meanings of evaluation data, and placement and accommodation options. Information and resources on 504 are provided below.

NJ DOE SECTION 504

<https://www.state.nj.us/education/students/safety/behavior/504/>

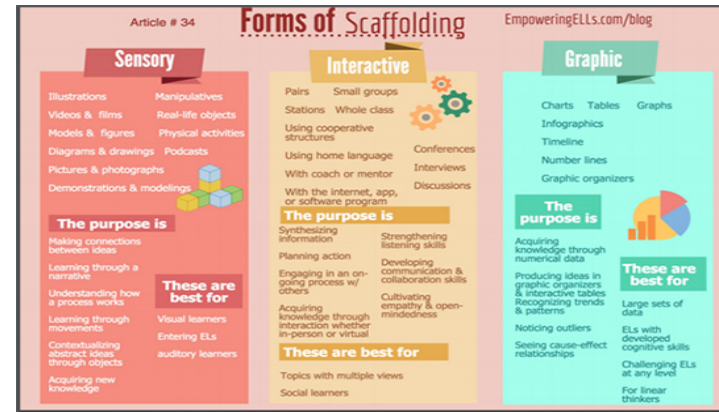
| | | |
|---|--|---|
| Dr. Patricia Clark-Jeter District 504 Coordinator Director of Student-Related Services pjeter@essectech.org | | |
| Watson Calixte Donald M. Payne Tech 504 Coordinator School Counselor wcalixte@essextech.org | Alghashiyah Murray Newark Tech 504 Coordinator Student Assistance Coordinator/SPMP Coordinator amurray@essextech.org | Cynthia Toro West Caldwell Tech 504 Coordinator School Social Worker /SPMP Coordinator ctoro@essextech.org |

[ESSEX COUNTY SCHOOLS OF TECHNOLOGY 504PLAN DISTRICT POLICY](#)

ENGLISH LEARNER SERVICES

[ECST ENGLISH AS A SECOND LANGUAGE PROGRAM](#)

[NJ DOE TITLE III & BILINGUAL/ESL EDUCATION](#)



PROJECT CHILD FIND

- [About Project Child Find](#) (PDF)
- [NJ Department of Health - Early Intervention Services](#)
- [SPAN Parent Advocacy Network](#)
- [Advocates for Children of New Jersey](#)

Project Child Find
A Free Referral Service

1-800-322-8174
All Calls Are Confidential | Toll-Free

Do you have concerns about your child's development? **Call us!**

For more information about Special Education in NJ visit www.nj.gov/education/specialed

For children ages Birth through 2 years
Contact the New Jersey Early Intervention System
888-653-4463

Project Child Find was established by the New Jersey Department of Education through I.D.E.A., Part B funds from the U.S. Department of Education

ECST SPECIAL EDUCATION PARENT ADVISORY COMMITTEE (SEPAC):

According to the N.J.A.C. 6A:14, Special Education Code, each district board of education shall ensure that a special education parent advisory group is in place in the school district to provide input to the school district on issues concerning students with disabilities.

SEPAG Manual

- [Special Education Parent Advisory Group \(SEPAG\) Manual - A Guide for Best Practices in Developing and Implementing an Effective SEPAG](#) (English)
- [Special Education Parent Advisory Group \(SEPAG\) Manual - A Guide for Best Practices in Developing and Implementing an Effective SEPAG](#) (Spanish)

The SEPAC is supported by:

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2020-2021 SEPAC Meeting Dates:

September 30, 2020
October 28, 2020
December 3, 2020 SEPAC Advisory
Committee Meeting

ASSISTED TECHNOLOGY

- [AT Ideas for Writing](#)
- [Center for Applied Special Technology, CAST](#)
- [National Center on Universal Design for Learning](#)
- [Center for Assistive Technology and Environmental Access](#)
- [Web Resources for Assistive Technology in the Classroom](#)
- [AbleData](#)
- [NCIP National center to Improve Practice in Special Education Through Technology, Media and Materials](#)
- [Rehabilitation Engineering and Assistive Technology Society of North America \(RESNA\)](#)

TRANSITIONING TO ADULthood

Transition is a formal process of long-range cooperative planning that will assist students with disabilities to successfully move from school into the adult world. High quality transition planning and services will enable students with disabilities to pursue their desired postsecondary goals. The following resources are intended to assist schools, families, students, and others in understanding **what to do** for successful transition to happen, and **how to do it**. For additional assistance with transition issues, please contact Mr. Bill Freeman (Bill.Freeman@doe.nj.gov).

- [Guardianship and Alternatives Brochure \(For Printing\)](#)
- [Person-Centered Approaches in Schools and Transition](#)
- [Transition Matters Webinars](#)
- [State Regulations](#)
- [IEP Development Resources](#)
- [CBI and Transition Curricular Resources](#)
- [Self-Advocacy Resources](#)
- [Keynote Speeches by Students and Adults with Disabilities on Successful Self-Advocacy and Leadership Skills](#)

- [Dare to Dream Student Leadership Conferences](#)
- [Planning for College \(including Financial Aid information\)](#)
- [Drop-out Prevention Strategies](#)
- [State and Federal Agency Information](#)
- [National Transition Resources](#)
- [Archived teleconferences](#)
- [New Jersey Department of Education, Office of Special Education](#)
- [NICHCY National Dissemination Center for Children with Disabilities](#)
- [OSERS Year of College and Career for Youth with Disabilities](#)

PARENT RESOURCES

SPECIAL EDUCATION STATE CODE

Title 6A Chapter 14 explains the laws that govern special education service delivery in the state of New Jersey.
<http://www.state.nj.us/education/code/current/title6a/chap14.pdf>

PARENTAL RIGHTS IN SPECIAL EDUCATION (PRISE)

[English](#) (Revised August 2019)
[Spanish](#) (Revised August 2016)
[Arabic](#) (Revised August 2016)
[Chinese](#) (Revised August 2016)
[Portuguese](#) (Revised August 2016)

[NJDOE Legal Protections & Responsibilities](#)

MENTAL HEALTH RESOURCES

NJ DOE QUICK REFERENCE MENTAL HEALTH GUIDE

The Quick Reference Mental Health Guide: Social-emotional and mental health supports for students and staff developed collaboratively by the New Jersey Department of Education and the New Jersey Department of Children and Families.

NJ Crisis Intervention Response Network

The New Jersey Crisis Intervention Response Network (NJCIRN) - Both active and retired police, fire and rescue personnel act as trained peer support counselors. The network coordinates a number of teams providing coverage to the entire state. For more information or to make requests for Crisis Intervention Response Network services call (609) 394-3600.

Essex County Mental Health and Additive Services Providers Directory

<https://preview.tinyurl.com/EssexMentalHealthProviders>

NJ Children's System of Care PerformCareNJ

PerformCare is a full-service behavioral health managed care company, supporting members in the public sector. We are committed to providing superior, innovative solutions in behavioral health, developmental and intellectual disabilities, human services, and integrated health programs.

<http://www.performcarenj.org/index.aspx>

1-877-652-7624

SPECIAL EDUCATION RESOURCES

Special Education Medicaid Initiative

NJDOE Special Education Resources

New Jersey Special
Education
Administrative Code

Title 6A Chapter 14 explains the laws that govern special education service delivery in the state of New Jersey.
<http://www.state.nj.us/education/code/current/title6a/chap14.pdf>

Parental Rights in
Special Education
(PRISE booklet)

This booklet explains the rights of parents in the special education process For additional information about PRISE you may contact your child's case manager or the Supervisor of Special Services. See "contact information" page.
<http://www.state.nj.us/education/specialed/form/prise/prise.pdf>

Spanish Version of
Parental Rights in
Special Education

Para obtener información de PRISE usted puede ponerse en contacto con administrador de caso de su hijo o el supervisor de Educación Especial.
http://www.state.nj.us/education/specialed/form/prise/prise_s.pdf

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|--|--|
| New Jersey Department of Education | http://www.state.nj.us/education/ |
| Division of Developmental Disabilities | <p>The Division of Developmental Disabilities (DDD) provides and funds services for state residents with developmental disabilities.</p> <p>http://www.nj.gov/humanservices/ddd/home/index.html</p> |
| Department of Vocational Rehabilitation Services | <p>The New Jersey Division of Vocational Rehabilitation Services (DVRS) provides services that enable individuals with disabilities to find jobs or keep their existing jobs.</p> <p>http://lwd.dol.state.nj.us/labor/dvrs/DVRIndex.html</p> |
| New Jersey Coalition for Inclusive Education | <p>The New Jersey Coalition for Inclusive Education (NJCIE) is a 501(c)(3) nonprofit corporation dedicated to the inclusion of students with disabilities in effective general education classrooms in their neighborhood schools. We are the only statewide organization in New Jersey whose sole focus is inclusion. NJCIE's ultimate mission is the meaningful education of all children within their public schools in preparation for future lives as independent as possible in the community.</p> <p>NJCIE offers training for schools, educators and parents throughout the year and in many different formats. There is also a Parent Support Network which is accessible through the website.</p> <p>http://njcie.net/</p> |
| POAC | <p>Parents Of Autistic Children (POAC), a nonprofit organization formed, is the educational leader for the autism community providing more free training than any other organization. Additionally, POAC provides recreational and support services to children with autism and their families. The costs of such services are prohibitive for most families. For this reason, POAC is deeply committed to providing all services at no cost to participants.</p> <p>http://poac.net/</p> |
| Autism NJ | <p>Autism New Jersey is a nonprofit agency providing information and advocacy, services, family and professional education, and consultation. Autism New Jersey encourages responsible basic and applied research that may lessen the effects of, and potentially prevent, autism. Autism New Jersey is dedicated to ensuring that all people with autism receive appropriate, effective services to maximize their growth potential and to enhancing the general public's overall awareness of autism.</p> <p>http://www.autismnj.org/default.aspx</p> |
| New Jersey Family Care | <p>Affordable health coverage for kids and certain low-income parents/guardians for NJ residents that qualify.</p> <p>http://www.njfamilycare.org/</p> |

Division of Child
Protection and
Permanency (formerly
DYFS)

Reporting Child Abuse or Neglect

All reports of child abuse and neglect, including those occurring in institutional settings such as child care centers, schools, foster homes and residential treatment centers, must be reported to the State Central Registry (SCR). This is a toll-free, 24-hour, seven-days-a-week hotline.

Child Abuse Hotline (State Central Registry)

1-877 NJ ABUSE

1-877-652-2873

TTY 1-800-835-5510

<http://www.state.nj.us/dcf/reporting/how/index.html>

Learning Disabilities
Association of New
Jersey

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504 Policy

POLICY

Essex County Vocational Technical Board of Education

Section: Students
2018. SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS
Date Created: January 2020
Date Edited: January 2020

2018- SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

[See POLICY ALERT No. 210]

The Board will comply with Section 504 of the Rehabilitation Act of 1973, the purpose of which is to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

Guarantee of Rights

The Board will provide a free appropriate public education to each student with a disability regardless of the nature or severity of the disability.

The Board will make reasonable accommodations to ensure that no student with a disability, solely on the basis of the disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board, including participation in non-academic and extracurricular services and activities.

The administration will undertake to identify and locate all students with disabilities between the ages of three and twenty-two, who are residing within the district, but not receiving a public school education. The administration will take steps to notify such students and their parents of the district's duty to provide accommodations for students with disabilities as well as procedures to determine eligibility for such accommodations.

Educational Setting

The Board will ensure that a student with a disability participates with nondisabled students in activities and services to the maximum extent appropriate to the needs of the student with a disability.

The school administration will place a student with a disability in the regular educational environment within the district unless the district demonstrates that the education of the student with a disability in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

Evaluation and Placement

The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need accommodations, special education, and/or related services because of a disability. Evaluations may include, but are not limited to, a review of work samples, direct observation, interviews, and/or administration of assessment measures.

Enforcement

The Director of Student Related Services is designated by the Board as the District 504 Coordinator for matters dealing with Section 504 of the Rehabilitation Act of 1973 and can be contacted at the

following address or telephone number:

Office Address: 498 – 544 West Market Street
Newark, NJ 07107
Telephone: 973- 12-2213

Procedural Safeguards

The district will establish and implement a system of procedural safeguards with respect to the identification, evaluation, or provision of services under Section 504. This system includes notice, an opportunity for the parent to examine relevant records, an impartial hearing with the opportunity for participation by the parent and representation by counsel, and a review procedure. These procedural safeguards shall be in accordance with N.J.A.C. 6A:14 et seq., Policy 2460, Regulation 2460.8, and/or the grievance procedures outlined in Regulation 2418.

Notice

The Board will notify members of the community that the Board does not discriminate on the basis of a disability in violation of Section 504 of the Rehabilitation Act of 1973. Policy and Regulation 2418 may be reprinted in part or in full and distributed to serve as adequate notice.

State or Local Law

The obligation to comply with the Rehabilitation Act of 1973 is not obviated or alleviated by the existence of any State or local law or other requirement that, on the basis of disability, imposes prohibitions or limits upon the eligibility of a student with a disability to receive services.

29 U.S.C. 794 (Section 504 Rehabilitation Act of 1973)

20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)

42 U.S.C. 12101 (Americans with Disabilities Act of 1990, as amended)

Adopted: 27 March 2017