

## PROGRAMS

**In-Class Resource (ICR)** - Students are provided specialized instruction and support via the support of both general education and special education teacher within the general education setting.

**Special Class Programs (SC)** - Serve students who have similar intensive educational, behavioral, and other needs related to their disabilities in accordance with their IEP. Classes are specially designed to support the unique needs of students. Instruction is provided through individualized and specialized strategies with an emphasis on language-based instruction and a behavioral approach to learning.

- **Autistic (Aut)** - Instructional group size for the elementary programs is (3) students without a classroom aide and (4-6) with one classroom aide. Instructional group size for the secondary program (3) without a classroom aide and (7-9) with two classroom aides.
- **Multiple Disabilities (MD)** - Instructional group size for elementary and secondary MD program is (8) students without a classroom aide and (12) with one classroom aide.
- **Learning and/or Language Disabilities (LLD)** - Instructional group size for elementary and secondary LLD (Mild/Moderate) program is (10) students without a classroom aide and (16) with one classroom aide.
- **Preschool Disabilities (PSD)** - For students aged 3 to 5 only. Instructional group size for PSD is (8) students with one classroom aide and (12) with two classroom aides. Programs are provided via either a Half-Day or Full-Day format.

## Frequently Asked Questions

**Q:** *Are parent(s) part of the team who decides eligibility for special education and related services?*

**A:** Although parental input is utilized in making eligibility determinations, the CST is responsible for determining eligibility for special education and related services and consent is not required.

**Q:** *What happens if I disagree with the school district over the identification, evaluation, classification, educational placement or the provision of a free, appropriate public education?*

**A:** Most disagreements can be resolved by communicating with your child's teacher, case manager, the school principal, or other school district personnel. There are also procedures established under state and federal law to address your concerns, such as complaint resolution, mediation or a due process hearing. Specific information can be found in the Parental Rights in Special Education (PRISE) link: <https://www.nj.gov/education/specialed/form/prise/prise.pdf>

**Q:** *May the school district hold a meeting if I am unable to attend?*

**A:** The school district may in some instances hold a meeting without you. The school district may do so if it is able to document that it made multiple attempts to schedule a meeting with you or obtain your participation in the meeting through telephone or video-conferencing and was unable to do so.

**Q:** *When is a child eligible for Extended School Year (ESY) services?*

**A:** The IEP team determines eligibility for ESY services by reviewing several factors. One factor includes the regression/recoupment, which examines the extent of regression experienced as a result of an extended break in educational services with the amount of time necessary to recoup the prior level of skill upon the student's return to school in the fall. The IEP team may also consider other factors, such as the nature and severity of the student's disability.

# PUBLIC SCHOOLS OF EDISON TOWNSHIP



## Parent Guide to Special Education Processes and Procedures

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Case Manager: \_\_\_\_\_

Teacher(s): \_\_\_\_\_

## Referral to CST, Eligibility Determination, & Program Recommendations

A **Referral** is a written request for an evaluation that is given to the school district when a child is suspected of having a disability and might need special education services.

After a Signed Referral Request Received: A Child Study Team member/Case Manager is assigned, and an initial identification meeting is scheduled within 20 calendar days, excluding school holidays.

**Identification Meeting:** A decision is made as to whether a CST evaluation is warranted.

**Evaluation Plan:** If a CST evaluation is warranted, an evaluation plan is written describing the required evaluations, and parental consent is obtained. The CST evaluation process begins.

**Eligibility Meeting:** Upon completion of the evaluations, a meeting is held to determine whether the student is eligible for special education and related services or speech-language services. The first decision is whether the student possesses an educational disability that adversely affects educational performance and requires Special Education and Related Services.

**Consent:** The parent(s)/guardian(s) have been given all the information necessary to make an informed decision about the proposed activity. They understand and agree in writing.

**Individualized Education Program (IEP) Meeting:** The purpose of the meeting is to determine the student's present levels of academic achievement and functional performance and develop a program designed to meet the student's unique needs. All IEPs are at a minimum reviewed annually.

**Re-Evaluation Meeting:** The team will discuss if formal testing is warranted and is conducted within three years of the student's prior eligibility meeting to determine whether the student continues to be a student with a disability.

## Process for Decision Making for Proposed/Recommended Programming

**Eligibility for Special Education and Related Services (ESERS):** In developing recommendations, the CST, parent(s)/guardian(s), and any others present will discuss the evaluations and any other pertinent information on the student. Eligibility requires that the student possesses **an educational disability that adversely affects educational performance and requires special education and related services.**

If the CST determines that the student exhibits an educational disability, a determination must be made as to the **least restrictive educational setting** in which the student can receive educational benefit from special education services. In order to accomplish this task, there are a variety of placements to consider. These placements range in levels of restriction, including class size, student-teacher ratio, and degree of inclusion.

The progression of services is as follows:

- General Education without Supplementary Aides/Services
- General Education with Supplementary Aides/Services
- In-class resource program
- The pull-out replacement resource program
- Special Class (In-District)
- Out of District Placement
- Temporary Home Instruction

**Eligibility for Speech/Language Services (ESLS):** In developing recommendations, the Speech/Language Specialist, parent(s)/guardian(s), and any others present will discuss the evaluations and any other pertinent information on the student. Eligibility requires a disorder of articulation/phonology, voice, or fluency that adversely affects educational performance and requires speech/language services.

## Acronyms

**ABA:** Applied Behavior Analysis  
**ADA:** Americans with Disabilities Act  
**BIP:** Behavior Intervention Plan  
**CST:** Child Study Team  
**DOE:** Department of Education  
**DLM:** Dynamic Learning Maps  
**EI:** Early Intervention  
**ESY:** Extended School Year  
**FAPE:** Free Appropriate Public Education; a right mandated for every child under federal law.  
**FBA:** Functional Behavior Assessment  
**I&RS:** Intervention and Referral Services  
**IDEA:** Individuals with Disabilities Education Act  
**IEP:** Individualized Education Program  
**LRE:** Least Restrictive Environment  
**OT:** Occupational Therapy  
**PLAAFP:** Present Levels of Academic Achievement and Functional Performance  
**PRISE:** Parental Rights in Special Education  
**PT:** Physical Therapy  
**RTI:** Response to Intervention  
**S/LS:** Speech/Language Specialist

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### NJDOE Online Resources

**PRISE**  
<https://www.state.nj.us/education/specialed/form/prise/prise.pdf>

**N.J.A.C. 6A:14, Special Education**  
<https://www.state.nj.us/education/code/current/title6a/chap14.pdf>