

How to Get Extra Support for Students through the Oradell Public School District

**My child is always falling
behind in classwork.
How can I help?**

**I'm worried my
child has a learning disability.
What should I do?**

**My child is struggling
with peer relationships
and seems unhappy.
Whom can I speak to?**

**Something
isn't right.
Help!**

Information compiled by

Oradell SEPAC

Working Hand in Hand to Support our
Special Education Community



How do students receive additional support through Oradell Public School District?

HOMEROOM TEACHERS

If parents have concerns about a child's academic, emotional, physical, or behavioral performance in the classroom, they should speak to the student's homeroom teacher. Teachers may initiate classroom interventions or support strategies to address concerns and/or recommend basic skills instruction. Parents can contact teachers at any time. There is no need to wait until scheduled conferences or until report cards are issued.

INTERVENTION & REFERRAL SERVICES

If initial classroom interventions are insufficient, a teacher may make a referral to Intervention & Referral Services (I&RS). Required by New Jersey Administrative Code, I&RS is responsible for identifying learning, behavior, and health difficulties; brainstorming strategies to assist students; and developing and implementing Action Plans that provide appropriate interventions or resources. See "Action Plan" below. I&RS might examine academic failure or lack of progress; health issues; behavior issues; and/or social and emotional issues. An I&RS Committee typically includes an administrator, counselor, teacher(s), and the I&RS coordinator. Reading specialists, basic skills teachers, or a school nurse may participate, as needed. Parental participation in I&RS is essential to facilitate effective and informed planning. If I&RS determines that a student may be eligible for special education services, it may make a referral to the Child Study Team for evaluation. See "Referral" below.

REFERRAL

A referral is a written request for an initial evaluation by the school district to determine whether a student is eligible to receive special education services. A referral can be made by parents, school staff, or agencies concerned with students' welfare. If parents believe their child may need special education services, they can refer the child for evaluation by submitting a written request to the school district. The school district must hold a meeting to decide whether an evaluation will be conducted within 20 calendar days (excluding school holidays but not summer vacation) of receiving the request. If an evaluation will be conducted, parents and school personnel work together to decide the types of testing that will determine eligibility. See "Evaluation" below. If an evaluation will not be conducted, Intervention & Referral Services (I&RS) may make additional recommendations of interventions or supports within general education.

EVALUATION

Evaluations determine whether a student is eligible for special education services. A student cannot be determined eligible if the determinant factor is due to a lack of instruction in reading or math or due to limited English proficiency. Evaluations may be conducted by the Child Study Team (CST). The CST includes a psychologist, a learning disabilities consultant, and a social worker. A speech therapist and other service providers work with the CST when needed. Since Oradell does not have a physical therapist or occupational therapist on staff, out-of-district provider Region V provides these services and evaluations on a contractual basis. Region V may conduct evaluations in other areas if staff members are not available (e.g., summer break). Evaluations that identify a need for services may result in referral to an IEP Team or 504 Committee. See "Individualized Education Plan" or "504 Plan" below. A referral for evaluation can be made by parents or school staff. Before an evaluation can occur, parents must give written consent. If consent is given, evaluation(s), determination of eligibility for services, and, if eligible, IEP development and implementation must be completed within 90 days. An independent evaluation is one that is conducted by a qualified professional not employed by the school district. If parents disagree with any school district evaluation(s), they are permitted by law to request one independent evaluation paid for by the school district for each disputed assessment.

PLANNING

INDIVIDUALIZED EDUCATION PLAN (IEP)

If a student meets one or more eligibility requirements for classification according to the 15 categories established by New Jersey Administrative Code Title 6A Chapter 14 Special Education and the student's needs cannot be met through general education, the student is assigned the classification "eligible for special education and related services." Eligibility is determined collaboratively by the CST and parents. A IEP Team plans the student's Individualized Education Plan (IEP). Parents are members of the IEP Team, with equal voices in the process. The IEP Team may also include at least one general education teacher (if participating in general education); at least one special education teacher; and individuals who can interpret instructional implications of evaluation results. Other individuals who have specialized knowledge or expertise, including related services personnel, may be included. An IEP specifies current performance levels, goals, services, accommodations, modifications, and other factors related to educational needs. The IEP Team meets at least once per year to discuss progress and to write new goals or services into the IEP. A reevaluation is completed at least once every three years, unless parents and the school district agree that a reevaluation is not needed.

504 PLAN

Students who have a medical diagnosis of certain learning, attention, or other disabilities that interfere with their ability to learn may be eligible for a 504 Plan in accordance with Section 504, a civil rights law that prohibits discrimination against individuals with disabilities. Typically, the 504 Committee includes a student's parents, general and/or special education teachers, the Instructional Supervisor, and the Assistant Principal. Working together, the 504 Committee creates the student's 504 Plan. A 504 Plan defines requirements to meet the educational needs of students who meet eligibility requirements for demonstrating certain learning, attention, or other disabilities. There is no standard 504 Plan. However, the plan is usually put into writing and may specify accommodations, supports, services, and names of service providers and/or those responsible for ensuring the 504 Plan is implemented. A 504 Plan is subject to annual review, and a reevaluation may be done every three years or when needed. A 504 Plan can be revised at any time.

ACTION PLAN

I&RS teams collect and utilize data to write Action Plans, based on teacher or parent referrals and specific observations. The plans focus on identified weaknesses and involve ongoing monitoring and data collection of agreed-upon strategies and outcomes. They are reviewed frequently to decide whether to continue, modify, or conclude the plan. I&RS can set up some modifications in general education classrooms, such as seating at the front of the classroom to minimize distractions. I&RS may also suggest basic skills instruction in language arts or math. Basic skills instruction is not considered part of special education services. Basic skills instruction may be delivered through a push-in model (i.e., within general education classroom) and / or pull-out model (i.e., within a smaller-group outside setting).

SPECIAL EDUCATION OPTIONS IN ORDER OF MOST TO LEAST RESTRICTIVE

Note: Available to classified students, IEPs may use a combination of these options to create the least restrictive environment.

Out-of-District Placement

Placing a classified student in a specialized school or program outside the local school district. This would be considered for students whose educational needs cannot be met by available options within the local school district.

Self-Contained / Language Learning Disabilities (LLD) Classrooms

Separate classrooms, grouped by grade levels, which provide classified students with specialized, small-group instruction, frequently incorporating multi-sensory educational techniques. Students may participate on a full- or part-time basis.

Resource Room

Separate classrooms where classified students may receive direct, specialized instruction and assistance with math and/or language arts in a small group setting. Instruction time runs on the same schedules as general education lessons.

Mainstreaming

Placing a classified student in a general education classroom for at least part of a day with appropriate aides and supports.

EDUCATIONAL SERVICES/SUPPORT FOR STUDENTS WHO MEET ELIGIBILITY REQUIREMENTS

Speech Therapy	Occupational Therapy	Physical Therapy	Social Skills	Accommodations
Modifications	Instructional Support	Basic Skills Math	Basic Skills Reading	Basic Skills Writing

This chart is intended to provide general guidance about procedures for identifying students' needs and typical paths to additional support. Each student has unique needs and cases may be routed in different ways due to the specifics of a situation. Please refer to the "Blue Book" (New Jersey Administrative Code Title 6A Chapter 14 Special Education) for state laws governing special education and the New Jersey Department of Education's "Parental Rights in Special Education" (PRISE) publication for more information. Contact Oradell School District staff members with questions.

Gianna Apicella, OPS Assistant Principal, apicellag@oradellschool.org (oversees 504 Committee, color: **GREEN**)

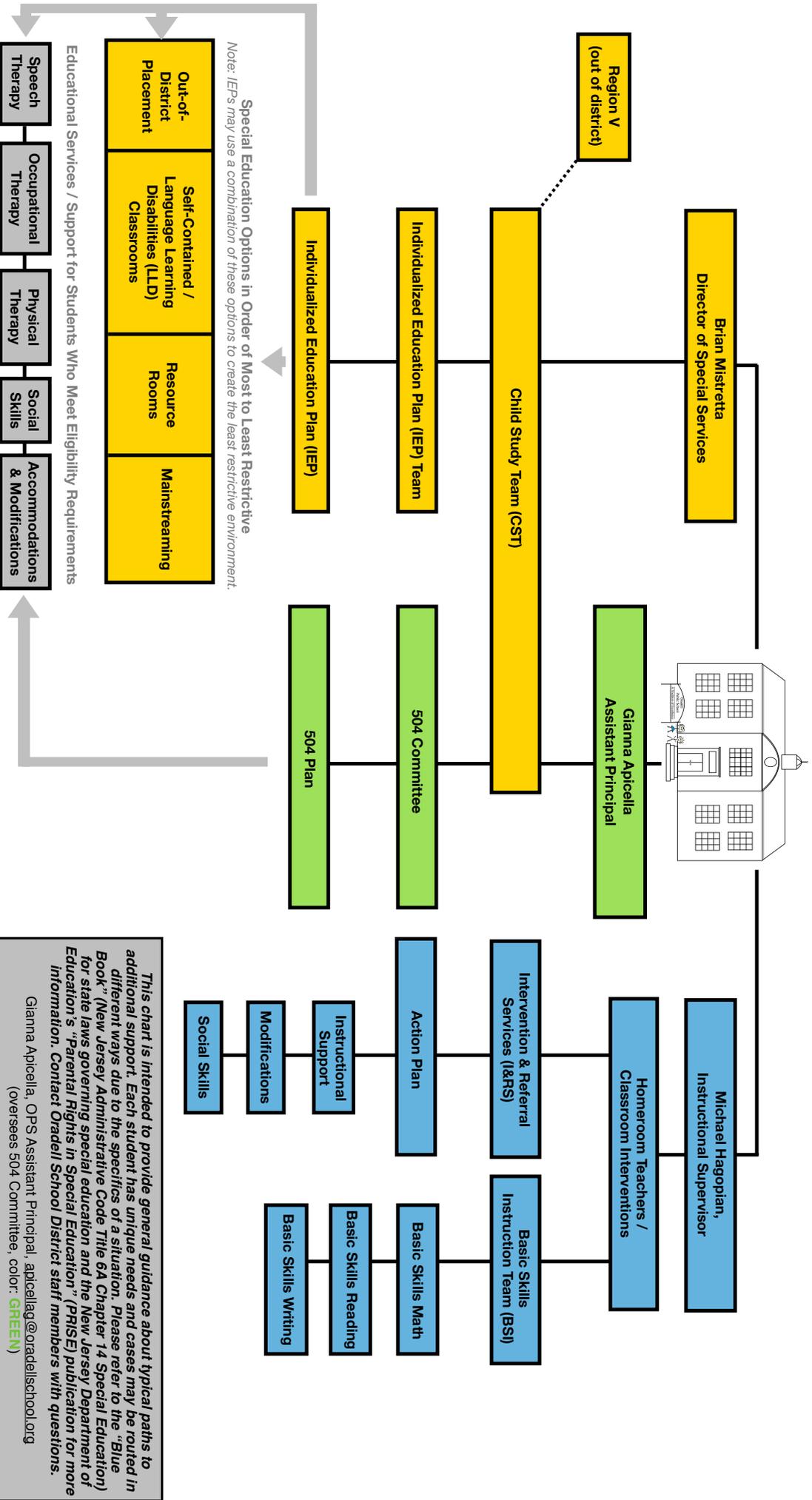
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