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CHARTER SCHOOLS

UNDERSTANDING YOUR CHILD'S RIGHTS

HOSTED BY NEW JERSEY CENTER FOR TOURETTE
SYNDROME AND ASSOCIATED DISORDERS

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CHARTER SCHOOLS

Overview of Presentation

This webinar is for parents, educators and others interested in understanding the rights of children with Tourette Syndrome or other associated disorders who are attending or want to attend a New Jersey charter school; when information requested on application forms may be discriminatory;

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CHARTER SCHOOLS

in determining whether accommodations or modifications must be offered; in providing special education or related services; in responding to bullying, harassment or intimidation by other students or by teachers; when disciplinary action may violate your child's rights and when your local school district may become involved in your child's education in a charter school.

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BASIC INFORMATION

PUBLIC CHARTER SCHOOLS IN NEW JERSEY

How many charter schools are there in New Jersey?
Currently there are 89 charter schools in New Jersey.

For 2016-2017, New Jersey has approved seats for 50,711 students.

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BASIC INFORMATION

For the 2014-2015 school year, 27% of Newark students attended charter schools.

For the 2017-2018 school year, this is expected to grow to 40% of the Newark student population.

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BASIC INFORMATION

What did the New Jersey legislature intend as the mission of New Jersey charter schools?

To assist in educational reform and offer a mechanism for a variety of educational approaches which were not available in a traditional public school.

Some question whether most charter school do assist in educational reform or if they use different educational approaches.

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BASIC INFORMATION

What has to happen before a charter school can open?

Charter schools operate under a five year charter granted by the Commissioner of Education.

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BASIC INFORMATION

How are charter schools funded?

Charter schools receive funding from the school districts that send children to the charter school.

Generally, a charter school receives around 90% of the program budget per pupil for the specific grade level in the district.

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BASIC INFORMATION

Charter school is also entitled to any additional aid provided by state and federal governments for low-income, special needs, and Limited English Proficient children.

Some charter schools receive funds from private sources and in-kind donations.

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BASIC INFORMATION

How are charter schools governed?

Charter schools are managed by boards of trustees

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BASIC INFORMATION

How are charter schools evaluated?

The Department of Education decides whether charter schools will remain open or be closed.

New Jersey Department of Education's website contains information on each charter schools such as the number of students with disabilities, enrollment by race and ethnicity, how the students performed on statewide assessments, number expected to go on to college.

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BASIC INFORMATION

Are charter schools public schools?

Yes, charter schools are public schools.

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BASIC INFORMATION

What federal and state laws apply to charter schools?

Charter schools must always comply with laws and regulations which govern other New Jersey schools pertaining to: assessment; testing; civil rights and student health and safety.

Upon request of the charter school, the Commissioner of Education may exempt it from other state regulations concerning public schools if the exemption advances the educational goals and objectives of the school.

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BASIC INFORMATION

Are charter schools required to provide services under the Individuals with Disabilities Education Act ("IDEA")?

Yes. Charter schools are governed by the same federal and state requirements concerning special education services as other public schools are.

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BASIC INFORMATION

Do other civil rights laws apply to charter schools?

Yes. Charter schools must comply with all federal and state civil rights laws.

This includes laws which prohibit discrimination against students with disabilities such as Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

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BASIC INFORMATION

How are students admitted to a charter school?

Each charter school has its own admission process.

Generally, a student has to be enrolled in his/her district of residence and then request to move to the charter school.

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BASIC INFORMATION

Charter schools must give preference for enrollment to students who reside within the school district in which the charter school is located.

Charter schools may also give preference to siblings of existing charter students.

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BASIC INFORMATION

If more students want to attend than the school can accommodate, the charter school must hold a lottery and create a waiting list.

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BASIC INFORMATION

What if I want to send my child to a charter school which is not located in my district of residence?

The charter school may offer enrollment to non-resident students under the terms and conditions set out in the school's charter and approved by the State Commissioner of Education.

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BASIC INFORMATION

Can a charter school charge tuition?

Charter schools may not charge tuition to students who reside within the district in which the charter school is located.

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BASIC INFORMATION

How do charter schools provide transportation?

The district of residence is required to provide transportation to and from charter schools.

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BASIC INFORMATION

Children receiving services under IDEA or Section 504 may be entitled to transportation as a related service if the transportation is needed because of the child's disability.

The IEP should include any special requirements needed for the transportation such as a bus aide, air conditioning.

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BASIC INFORMATION

Can a charter school restrict admission to students because of their cognitive ability, achievement levels or disabilities?

No. Charter schools must offer admission to children regardless of their race, income, special needs, or language proficiency.

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BASIC INFORMATION

In other words, charter schools may not discriminate on the basis of intellectual or athletic ability, measures of achievement or aptitude, proficiency in the English language or status as a person with a disability.

A charter school may, however, limit admission to particular grades or to areas of concentration such as mathematics, science or the arts.

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BASIC INFORMATION

When I apply to a charter school, do I have to inform the school that my child has a disability?

No. Once your child has been admitted and before they begin, you should be sure that the school has a copy of your child's IEP and other documents so an appropriate program will be in place when school opens.

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IDEA IN CHARTER SCHOOLS

IDEA Requirements In Charter Schools

What does IDEA require a charter school to do?

The charter school must:

- identify and evaluate children who may have a disability and need special education and related services

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IDEA IN CHARTER SCHOOLS

- prepare individualized education programs ("IEP");
- provide an appropriate education in the least restrictive environment
- offer related services and supplementary supports on site;
- offer a continuum of services including education in general education classes, resource classes, specialized classes.

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IDEA IN CHARTER SCHOOLS

What should happen when my child has an IEP in his district of residence and is then admitted to a charter school?

The child study team in the charter school should review the IEP and other documentation without delay and in consultation with the parent, provide a comparable program to that set out in the IEP.

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IDEA IN CHARTER SCHOOLS

If the charter school does not want to continue to implement a comparable program, it must conduct any assessments it believes are necessary and develop and implement a new IEP within 30 days of entering the charter school.

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IDEA IN CHARTER SCHOOLS

What can I do if I do not agree with the revised IEP?

If you do not agree with the new IEP, you have the right to file mediation or due process.

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IDEA IN CHARTER SCHOOLS

If you file mediation or due process within 15 days of receiving written notice of the changes to the IEP, then the school must continue to implement the comparable program while the mediation or due process is being decided.

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IDEA IN CHARTER SCHOOLS

What can I do if my child is classified when she enters the charter school but is reevaluated by the charter school during the first few months of school and I am told that he is no longer eligible for classification?

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IDEA IN CHARTER SCHOOLS

If you file for mediation within 15 days of receiving written notice, the charter school will have to continue to leave your child classified and to implement the comparable IEP while the mediation takes place and any litigation is completed.

If you don't agree with the evaluations conducted by the charter school, you can inform the charter school in writing that you don't agree with the new evaluation and request an independent evaluation at the charter school's expense.

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IDEA IN CHARTER SCHOOLS

When you request an independent evaluation, you must list in your letter the kind of assessments you want done such as a speech language, neuropsychological, neurological, functional behavioral assessment, and so forth.

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In addition, you can inform the charter school administration in writing that you want a Section 504 plan developed for your child. As we will discuss in a moment, some children who are not eligible for services under IDEA may be eligible for services under Section 504.

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IDEA IN CHARTER SCHOOLS

What if my child is not classified when he starts in the charter school but needs more support than he is receiving?

Federal and New Jersey regulations list Tourette Syndrome and attention deficit disorder or attention deficit hyperactivity disorder as disabling conditions under the category of "Other Health Impaired."

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IDEA IN CHARTER SCHOOLS

The regulation only lists some conditions which can qualify a child as "Other Health Impaired." Other conditions not listed such as Obsessive Compulsive Disorder could also be covered.

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IDEA IN CHARTER SCHOOLS

The condition must "adversely affect the child's educational performance."

"Educational performance" has been broadly construed by most courts to include not only academic performance but also behavioral, social, emotional and communication.

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IDEA IN CHARTER SCHOOLS

You need to be prepared to help the school understand how your child's TS or associated disorders "adversely affects" your child's education.

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IDEA IN CHARTER SCHOOLS

Are there other criteria my child must meet to be eligible for services under IDEA?

Yes. Your child must need special education.

Special education is not the place where your child will be educated.

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IDEA IN CHARTER SCHOOLS

Special education means "specially designed instruction...to meet the unique needs of a child with a disability."

Specially designed instruction means "adapting, as appropriate to the needs of an eligible child...the content, methodology, or delivery of instruction—

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IDEA IN CHARTER SCHOOLS

- i. To address the unique needs of the child that result from the child's disability
- ii. "To ensure access of the child to the general curriculum...."

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IDEA IN CHARTER SCHOOLS

Example

Child has TS and ADHD. IEP team with participation of the parent agrees to assign a one-on-one aide who will refocus the child when he is in the class and will go with him when he needs to leave the classroom because of his tics or his ADHD.

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IDEA IN CHARTER SCHOOLS

The teacher will make teacher notes available to the student and will provide material to the aide so she can work with the child when he is out of the classroom. The teacher will break down lengthy assignments into smaller segments and will meet periodically with the student to ensure he is on target with the assignment.

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IDEA IN CHARTER SCHOOLS

Child has TS and a reading disability. His IEP team, including his parents, agree that he would benefit from having a special education teacher provide support to him in his core general education academic classes, implement accommodations and modifications contained in the IEP, including how he accesses reading material.

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IDEA IN CHARTER SCHOOLS

Child has TS, ADHD and OCD. The pace, size and distractions in the general education class are overwhelming to the student. His tics and OCD have increased and he is too exhausted to do homework by the time he gets home. The parent and other members of the IEP team agree that the child needs smaller, quieter classes which are at a slightly slower pace.

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IDEA IN CHARTER SCHOOLS

They agree to place him in resource classes with a special education teacher for one or more of his core academic classes.

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IDEA IN CHARTER SCHOOLS

What if my child receives services under IDEA and needs an aide. The charter school says that it doesn't provide aides?

A charter school must provide the supplementary supports and services your child requires to meet his/her unique needs and enable him to receive an appropriate education in the least restrictive environment.

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IDEA AND CHARTER SCHOOLS

It is a violation of IDEA to for a charter school to say it won't provide an aide just because it doesn't "do" aides.

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IDEA AND CHARTER SCHOOLS

Your child's IEP team with your participation may, of course, decide that your child doesn't need an aide in order to receive an appropriate education in the least restrictive environment.

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IDEA AND CHARTER SCHOOLS

What if my child needs an extended school year?

A charter school like the child's district of residence must provide the student with an extended school year if the student requires one in order to receive an appropriate education.

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IDEA AND CHARTER SCHOOLS

What are the criteria for deciding if my child is entitled to an extended school year?

There is no single criterion used in deciding whether a child needs an extended school year.

The determination must be made based on your child's unique needs.

Some criteria might be

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IDEA AND CHARTER SCHOOLS

- your child has been making some progress during the school year but would likely lose these skills and would have difficulty recouping them in the fall; or
- your child has made little to no progress or even lost skills during the school year.

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- your child's disabilities are so severe that he/she needs an 11-12 month school year to make meaningful progress;
- because of his disabilities, your child has missed considerable instructional time and needs additional instruction in some academic areas;

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IDEA AND CHARTER SCHOOLS

- the ability of the parents to provide educational structure in the home during the summers;
- whether extended year services are considered necessary for the student's disability, such as with students with autism.
- student's skills are just emerging or he/she is making a breakthrough;

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- behavioral and physical impairments which need extended year services.

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IDEA AND CHARTER SCHOOLS

Can the extended year program for my child consist of the school paying for a social skills program?

Yes. If your IEP team agrees that social skills deficits are an area of need for your child and that his social skills deficits need to be addressed during an extended year.

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IDEA AND CHARTER SCHOOLS

My child wants to participate in basketball but because of his TS may need to miss some practices or games and needs other accommodations?

Students who are classified under IDEA are entitled to supplementary aids and services needed to give them an equal opportunity to participate in nonacademic and extracurricular activities.

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IDEA AND CHARTER SCHOOLS

What if my child's tics become so frequent and pervasive that he is periodically unable to attend school?

If your child is classified and receives services under IDEA or has been found eligible for services under Section 504 because of his TS and he/she will be absent intermittently due to his tics, this will likely need to be taken into account in the services he will need in order to receive an appropriate education.

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IDEA AND CHARTER SCHOOLS

- The plan for addressing this should be individualized to meet your child's needs.

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IDEA AND CHARTER SCHOOLS

- If your child is only home for one day because of his tics and then returns to school and a few weeks later misses another day and so forth, the IEP or Section 504 Plan might provide that the school policy setting a maximum number of absences will not apply, school work will be sent home when he is absent and if need be, student will be given additional time to complete it and/or to make up any quizzes or tests, will be given teacher notes and copies of any power points.

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- If your child is out for longer periods each time, he may also need a teacher to come to the home periodically or to work with him individually during a free period or after school when he returns to school.

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Private Day or Residential Placement

What if my child's IEP team decides that he needs placement in a private specialized day placement or residential school placement, is the charter school responsible for paying for it?

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Private Day or Residential Placement

No. If a student in a charter school is found to require a private day or residential school in order to receive an appropriate education, the district of residence is responsible for paying for the cost of that placement.

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Private Day or Residential Placement

Example: Family resides in Ridgewood, New Jersey then Ridgewood School District will be responsible for paying for the cost of a private day or residential school.

If the student's IEP team in the charter school decides the student requires a private day or residential placement, it must notify the district of residence within 15 days of the signing of the IEP.

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Private Day or Residential Placement

- The district of residence has 30 days to decide whether it will challenge the proposed placement.
- The district of residence challenges the proposed placement "in accordance with the procedures established by law." This has been interpreted by some courts to mean, the district of residence challenges the proposed IEP by filing a complaint in the Office of Administrative Law.

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Section 504

Section 504 of the Rehabilitation Act of 1973 (Section 504)

Section 504 is a civil rights law that prohibits discrimination on the basis of disability.

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Section 504

What can my child get if eligible for Section 504?

Even if your child is not eligible for services under IDEA because he/she doesn't need special education, he/she may be entitled to a free appropriate education in the least restrictive environment under Section 504.

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Section 504

Section 504 also prohibits discrimination based solely on a child's disability in programs or activities receiving federal funds and it covers all public schools including charter schools.

Section 504 requires schools to offer students with disabilities an equal opportunity to access the benefits available to nondisabled students.

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Section 504

Section 504 requires schools to provide nonacademic and extracurricular activities in such a manner as is necessary to offer students with disabilities an "equal opportunity for participation in such activities."

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Section 504

Examples of Possible Discriminatory Actions

- Your child has TS, OCD and ADHD. She has the skills to participate in an honors algebra class but will need some accommodations and the school informs you that it will not make any accommodations for students in honor classes.
- Your child has vocal tics and the administration informs you that he cannot participate in the school trip because his tics will be too "disruptive."

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Section 504

- Your child has TS and ADHD and needs to take medication during the school day. The administration informs you that there will not be any school nurse on the field trip and either you will have to go on the trip or your child cannot attend.
- Your child has very mild TS but has severe food allergies and needs accommodations and modifications to the food and how it is served both in the classroom and cafeteria and a plan for addressing any anaphylaxis. The school refuses, saying it cannot meet the student's needs.

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Section 504

Will my child be eligible for Section 504?

Section 504 has different eligibility requirements and children who are not eligible for services under IDEA, may be eligible for Section 504 services.

In addition, children who have IEPs may also be entitled to the protection of Section 504 when the child is being discriminated against.

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Section 504

First, and this is **critically important**, in determining eligibility under Section 504, the school has to consider how your child is without any medications, accommodations, modifications and without using any of the compensatory strategies he/she has learned to use.

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Section 504

Also, the school cannot require your child to use any mitigating measures like medication in order to attend the school.

There are three ways your child can be found eligible for Section 504:

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Section 504

- I. Your child must have a physical or mental impairment which substantially limits your child in one or more major life activities.
- II. Your child may also be eligible for the protection of Section 504 if he is regarded by the school as having a mental or physical impairment or
- III. Your child has a history of a mental or physical impairment.

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Section 504

What are physical or mental impairments?

Physical or mental impairments include conditions like TS, Attention Deficit Disorder, Obsessive Compulsive Disorder or other associated disorders.

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Section 504

What is considered to be “substantially impaired?”

“Substantially impaired” is to be interpreted broadly and if there is any question as to the impact, schools are to find in favor of the child.

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Section 504

In determining whether the disability is substantially impairing your child in a major life activity, the focus should not be on the outcome but rather how the disability impacts the major life activity.

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Section 504

Example:

The child has TS but is earning good grades in general education classes. However, he often has to leave class because of his tics and misses instructional time, sometimes at night his tics are so severe, he cannot finish his homework and so forth.

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Section 504

What are considered “major life activities?”

It is important to know that learning is only one of many major life activities and the impact on learning should not be measured solely by grades.

Even if your child's TS or associated disorders does not impact his learning, it may significantly impact other major life activities which must be addressed by the school.

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Section 504

Other major life activities include but are not limited to communication, interaction with others, attention, walking, sleeping, talking, in using hands, arms or other body parts, breathing, eating and attending school. It also includes conditions which impact major body functions such as cardiovascular system, immune system or digestive system.

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Section 504

Examples

Your child has TS with vocal and motor tics which substantially limits her, not only in her learning, but also in her interactions with others, communication, physical activities and talking.

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Section 504

Your child has ADHD which substantially limits her ability to focus or attend during classes.

Your child has anaphylaxis, is a diabetic, has epilepsy or has other medical conditions which substantially limits major life activities such as breathing, eating or body functions such as cardiovascular.

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ADAAA

The Americans with Disabilities Act Amendment Act of 2008 (“ADAAA”)

The ADAAA is another federal civil rights statute and was revised by Congress in 2008. In the Amendment, Congress over ruled several United States Supreme Court decisions which had narrowed the protection of the ADAAA. Congress also provided that many of the broader protection offered under ADAAA also applied to Section 504.

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ADAAA

For the purpose of public school education, including public charter schools, the ADAAA is very similar to Section 504.

One significant difference is that Section 504 prohibits discrimination against a student “solely because” of the student’s disability while the ADAAA prohibits discrimination when the student’s disability is one of the motivating reasons for the school’s action.

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ADAAA

ADAAA also requires schools to ensure that communication with students with disabilities is as effective as communication with students without disabilities, giving primary consideration to students and parents in determining which auxiliary aids and services are necessary to provide such effective communication.

Most commonly this is applied to students who are deaf, students with autism, cerebral palsy or other disabilities and whose communication skills are limited.

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NJHIB ACT

New Jersey's Harassment, Intimidation and Bullying Act ("HIB")

Bullying, harassing or intimidating your child because of his/her disability is discrimination and would be a violation of several state and federal statutes.

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NJHIB ACT

One of these laws is New Jersey's HIB Act which prohibits harassment, intimidation or bullying by other students or staff members in all public schools including charter schools.

Under HIB, a charter school must have a policy prohibiting bullying, harassment or intimidation and a procedure for reporting, investigating and providing consequences and remedial action when it occurs.

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NJHIB ACT

Ask the school for a copy of its HIB policy and procedures and how you can file a complaint.

An investigation of your complaint must be completed no later than 10 school days from receipt of the written complaint and reported to the Superintendent within two days of completion of the investigation.

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NJHIB ACT

The Superintendent will decide what actions to take which can include but are not limited to training, discipline, intervention services and counseling.

Parents must be informed in writing within five days of the report to the Superintendent as to whether a violation was found and whether discipline or interventions were imposed.

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NJHIB ACT

Parent may appeal the decision to the Board of Trustees and a private hearing shall be held within 10 days of the request.

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NJHIB ACT

Examples of HIB violations upheld by N.J. Commissioner of Education

- student called another student a "horse" and "fat ass"
- student said another student "sucks at basketball"

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NJHIB ACT

- student said another student was the one with head lice
- -student made disparaging remarks about classmate who was vegetarian

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Other Laws

What other laws protect my child against harassment, intimidation or bullying?

Bullying, harassment or intimidation because of your child's disability could also constitute discrimination under Section 504, the ADA and New Jersey Law Against Discrimination.

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IDEA

Would bullying or harassment violate my child's rights under IDEA?

If your child is classified, let his/her case manager what is happening as well as bringing it to the attention of the administration and tell them you want to develop a plan for how this is going to be stopped.

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IDEA

If the bullying, harassment or intimidation causes your child to no longer receive an appropriate education, it would violate his rights to receive an appropriate education under IDEA.

For example, if your child's grades suddenly drop, he complains that he doesn't want to go to school, and/or his teachers report that he seems anxious and depressed.

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IDEA

If you believe your child is being bullied or harassed and it is negatively impacting his educational performance, request an IEP meeting in writing to discuss whether changes need to be made to his IEP.

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Discipline

■ Discipline in Charter Schools

Must all charter schools have a disciplinary code?

- Yes. Each charter school must establish a student disciplinary code.
- The charter school's student disciplinary code should be disseminated to parents, staff and students.

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Discipline

What if I believe that the charter school's student code is penalizing my child for behaviors he exhibits because of his TS or other disabilities?

Examples

The student exhibits vocal tics which means he sometimes calls out during class and his teacher takes points off for this behavior.

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Discipline

The student is autistic and the student code says that students lose points if they don't give eye contact when spoken to.

The student has ADHD and the student code says that points will be taken off when the child doesn't pay attention, is impulsive, forgets to turn in his homework or exhibits other behaviors because of his/ her ADHD.

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Discipline

A student code which disciplines a child for behaviors arising out of his/her disabilities is likely to constitute discrimination under Section 504 or the ADA.

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Discipline

Actions

Make sure that the school is aware of your child's TS, ADHD or other disability and request in writing that modifications be made and that the student not be penalized for behaviors arising out of his/her disability. Modifications can be made a part of the child's IEP or 504 plan.

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Discipline

When it is appropriate such as when the child is unable to attend or exhibits lack of eye contact, goals and strategies can be included in the IEP or 504 plan which work on increasing the child's ability to attend or make eye contact.

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Discipline

Are charter school students entitled to the same procedural protections as if they were attending their district of residence?

Yes and this has been confirmed by a recent administrative decision.

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Discipline

What rules must a charter school follow when disciplining a child receiving special education?

These rules apply if your child is:

- receiving special education;
- being evaluated to see if eligible to receive special education or
- the school knew or should have known the student had a disability.

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Discipline

Parents of all children are entitled to know the reason for the suspension.

Before the school can change the placement of a child who is classified, it must hold an IEP meeting to consider whether the child's alleged conduct was a "manifestation" of his/her disability.

A suspension of more than 10 days in a row is a change in placement.

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Discipline

A change in placement may also occur if the child is suspended for more than 10 days during the school year and there is a pattern to the suspensions.

A pattern exists if the child is repeatedly being suspended for similar behavior, depending on the amount of time between suspensions and the length of each suspension.

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Discipline

What happens if the behavior is a “manifestation” of the child’s disability?

It means that the school must return the child to his placement and cannot discipline him for the behavior.

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Discipline

The school must also conduct a Functional Behavioral Assessment to determine the function of a child’s behavior and prepare a behavioral intervention plan to prevent the behavior from happening again.

If the behavior is not a manifestation of the child’s disability, the school may discipline him as it would any other student.

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Discipline

When is the child’s behavior a “manifestation” of the child’s disability?

The behavior is a manifestation of the child’s disability if it is:

- caused by or has a direct and substantial relationship to the child’s disability; or is
- a direct result of the school’s failure to implement the child’s IEP.

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Discipline

Examples of when a child's behavior may be a manifestation of her disability?

For a student with ADHD, not paying attention, forgetting to turn in his/her homework, impulsively calling out during class or even impulsively saying something inappropriate to a teacher.

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Discipline

For a student with TS, a vocal tic of making ethnic slurs to adults or other students.

For a student with TS, a "touching" tic which is contrary to the school policy.

For a student with TS and vocal tics, making noise throughout class period despite being asked to stop.

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Discipline

What if I disagree with the school's manifestation determination?

You have a right to challenge the decision by filing a Parental Request for Mediation/Due Process Hearing/Expedited Due process Hearing with the New Jersey Department of Education's Office of Special Education Programs in Trenton

The mediation form can be found on New Jersey Department of Education website.

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Discipline

In certain circumstances, the school may make a change in placement even if the conduct or behavior is a manifestation of the child's disability:

- if the child has a weapon at school, or school premises or at a school function or;
- knowingly has, uses, sells, or attempts to get illegal drugs at school, on school premises, or at a school function or;

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Discipline

- inflicts serious bodily injury on another person while at school, on school premises, or at a school function.
- In these circumstances, the school can remove the child to an interim alternative educational placement for no more than 45 calendar days. Examples of interim placements include other schools, other classroom placements, and home instruction.

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Discipline

Written Notice and Board hearing required if suspension is more than 10 days.

All students who are suspended for more than 10 days are entitled to written notice and a hearing before the Board of Trustees or a designated committee of the Board.

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Discipline

What if I believe the discipline imposed on my child is not warranted or is too harsh?

You have a right to appeal to the Board of Trustees and if still not satisfied, to the Commissioner of Education.

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Discipline

Can a student be expelled from a charter school?

A student can be expelled based on criteria determined by the board of trustees and which are consistent with the provisions of N.J.S. 18A:37-2 and approved by the State Commissioner as a part of the school's charter.

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Discipline

If my child is expelled, is he entitled to any educational services?

Yes, in New Jersey, all children are entitled to receive educational services within five days of any suspension or expulsion.

The child is entitled to a minimum of ten hours per week of one-on-one home instruction delivered on at least three days per week.

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NJCTS SERVICES

Resources

NJCTS offers many services to students with T.S. and associated disorders. One very important one is sending students with TS and adults to schools to meet with students and/or teachers and educate them about TS and associated disabilities and possible accommodations or modifications.
