

Financing Special Education in New Jersey
 New Jersey School Boards Association
 September 2007

**Appendix A-4: Suggestions from Survey for Regulatory Change
 and Other Concerns**

Region	Op Type	DFG	Topic	Concerns-Suggestions
South	E. K-12 / 0-1800	B	ABA	Related services that occur in the home such as ABA should not fall on the district.
North	E. K-12 / 0-1800	GH	ABA	We need more guidance on providing ABA in school and for home programs. Parents are advised by physicians to demand 40 hours. This becomes an expensive service for districts. The quality indicators for autistic programs provide suggested guidelines. It would be helpful for the state to define the bottom line.
Central	F. K-12 / 1801-3500	GH	ABA	Some regulation concerning the number of hours for QBQ home for students diagnosed with autism.
South	G. K-12 / 3501 +	CD	ABA	Special education costs escalate when advocates become involved. The state should implement regulations and restrictions regarding advocates. The advocate frequently requests additional assessments which are quite costly.
North	F. K-12 / 1801-3500	I	ABA	Certification of ABA therapist.
Central	F. K-12 / 1801-3500	DE	Age Range	Maintain 4 year age and allow waivers.
North	C. K-8 / 401-750	FG	Age range	Allow larger age spans
North	C. K-8 / 401-750	FG	Age Range	Keep age range at 4 years.
South	D. K-8 / 751 +	CD	Age range	Broaden the age range in special education settings to be maintained at 4 years in elementary setting or do a broader grade range. Allow district greater flexibility based on children's educational needs.
Central	G. K-12 / 3501 +	DE	Age Range	The first change should be to go back to a four-year age span in self-contained classes. That will allow us to continue the high quality programs our children deserve and our parents expect.
North	F. K-12 / 1801-3500	GH	Age Range	Keeping the four year age span in self-contained classes.
Central	A. K-6	GH	Age Range	There should be flexibility in the regulations to allow school districts to fulfill the requirements of an IEP. The restrictions that are placed on school districts with a small age range in one class.
North	D. K-8 / 751 +	I	Age range	It would be helpful to increase limits on age range.
South	D. K-8 / 751 +	B	Age range	Keeping the age span in elementary to four years in any self-contained program if class size is small.
Central			Age Range	It is recommended that age ranges and the number of days to complete evaluations remain intact. Also, students should be permitted to remain in Interim Alternative Educational

				Programs for up to 45 school days.
South	A. K-6	DE	Age Range	Change the age range restrictions back to what they were before.
South	E. K-12 / 0-1800	DE	Age Range	Increase the three-year age span
North	C. K-8 / 401-750	I	Age Range	Continuation of former regs as they pertain to age range.
North	C. K-8 / 401-750	GH	Age Range	Returning to a 4 year age range, especially in resource programs.
Central	E. K-12 / 0-1800	FG	Age Range	Continuation of a 4 year age span in all grade levels.
South	F. K-12 / 1801-3500	FG	Age Range	Age range changes in special education classes.
North	C. K-8 / 401-750	CD	Age Range	Allow a four-year age span in self-contained classes. Increased flexibility in programming should be encouraged, not curtailed.
North	E. K-12 / 0-1800	B	Age Range	Changing prohibitions on age range.
North	G. K-12 / 3501 +	I	Age Range	Don't change the age range.
North	A. K-6	GH	Age range	The state really needs to look at the age range and multiple subject requirements as well as OAL decisions.
South	A. K-6	DE	Age Range	Continue with the 4-year age range for classes (self-contained).
South	G. K-12 / 3501 +	DE	Age Range	Cancellation of the new regulations mentioned above.
North	E. K-12 / 0-1800	FG	Age Range	Age range at elementary level - especially in a self-contained program, i.e. autism, multiple handicapped. The IEP team which includes the classroom teacher should determine whether the age span is appropriate.
North	D. K-8 / 751 +	I	Age Range	Four year age range
Central	E. K-12 / 0-1800	B	Age Range	Continue to have a four year span pullout.
Central	D. K-8 / 751 +	J	Age Range	Returning to the 4 year age span would especially help smaller districts.
Central	F. K-12 / 1801-3500	B	Age range	Leaving age ranges the way they were.
South	A. K-6	CD	Age Range	None at this time with the exception of the 3 year age range requirement.
North	A. K-6	DE	Aides	Need more money for paraprofessional shadows
South	H. 7-12 / 9-12	CD	Aides	Change regulations to limit the frequency for providing one-on-one assistants and students on Homebound and receiving tutorial services.
Central			Alternative Education	Also, students should be permitted to remain in Interim Alternative Educational Programs for up to 45 school days.
South	E. K-12 / 0-1800	A	APA reform	The APA process is hurting personnel that can't complete their jobs due to the paperwork involved with this process.
North	F. K-12 / 1801-3500	FG	APA reform	Develop a less time consuming, labor intensive method than APA to access severely disabled students. Hours for home instruction for medically fragile, severely cognitively impaired needs to be more flexible Ten hours can be more than the

				student can handle.
South	F. K-12 / 1801-3500	B	APA reform	Change alternative proficiency assessments from 1% to 3%. Developmentally disabled children will never be reading at grade level by the conclusion of grade 3. How can anyone set a standard when it can't be reached. People do not take programs seriously when objectives are impossible.
Central	D. K-8 / 751 +	I	APA reform	Simplify/streamline APA portfolio process.
Central	H. 7-12 / 9-12	FG	APA reform	Examine options for alternate assessments to HSPA in addition to APA. Money is spent on remediation for students who will not pass HSPA.
South	B. K-8 / 0-400	FG	Appropriate Definition	If the state regulations clearly defined "appropriate" as "the delivery of instruction based upon the core content curriculum standards by highly qualified teachers at the student's ability level," or in some similar manner, we would reduce litigation and focus on education. Medical responsibilities, such as nursing and physical therapy, could be funded by health insurance, not school districts if regulations were changed.
South	K. CHARTER		Appropriate Definition	If the state regulations clearly defined "appropriate" as "the delivery of instruction based upon the core content curriculum standards by highly qualified teachers at the student's ability level," or in some similar manner, we would reduce litigation and focus on education. Medical responsibilities, such as nursing and physical therapy, could be funded by health insurance, not school districts if regulations were changed.
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South	C. K-8 / 401-750	CD	Appropriate Definition	If the state regulations clearly defined "appropriate" as "the delivery of instruction based upon the core content curriculum standards by highly qualified teachers at the student's ability level," or in some similar manner, we would reduce litigation and focus on education. Medical responsibilities, such as nursing and physical therapy, could be funded by health insurance, not school districts if regulations were changed.
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South	A. K-6	A	Appropriate Definition	If the state regulations clearly defined "appropriate" as "the delivery of instruction based upon the core content curriculum standards by highly qualified teachers at the student's ability level," or in some similar manner, we would reduce litigation and focus on education. Medical responsibilities, such as nursing and physical therapy, could be funded by health insurance, not school districts if regulations were changed.
South	D. K-8 / 751 +	I	Assistive Technology	Lending library for assistive technology devices.
North	A. K-6	DE	Assistive Technology	Need more money for assistive technology
South	A. K-6	B	Autism	The district's autism population is growing and is 7% of the special education population. Their needs are specialized and staff are in need of training as well as providing the students with additional related services which our budget can't handle. Special education costs are growing much faster than the state caps on spending. They have their heads in the ground on these extreme costs. Parent and special education pressures divert funding away from regular education and eliminate gifted education programs.
North	C. K-8 / 401-750	I	Autism	State regulations providing more clear-cut guidelines for developing home programs for autistic children when requested by parents.
South	D. K-8 / 751 +	I	Autism	Obviously, the cost of educating children with autism greatly impacts our school budget, but the dollars are well spent.
Central	G. K-12 /	I	Autism	Additional funding for districts with large populations of

	3501 +			students classified as Autistic.
North	D. K-8 / 751 +	J	Autism	Autistic students seem to be flocking to us and their parents are demanding expensive home-based ABA (discrete trial) training.
Central	G. K-12 / 3501 +	FG	Autism	Costs associated with extra services for students with autism, along with availability of reasonably priced services, can be extensive. Services requested are, for example: extended day, in-home training, extra related services, costs for hospital programs where the educational and medical costs are not separated.
North	D. K-8 / 751 +	FG	Autism	The number of hours and related services needed to educate students in the autistic spectrum. Our internal (and informal) research indicates that ABA services need to be limited and implemented in the classroom, not at home. Also, the need/criteria for "personal aides" should be clarified in the code, too many parents want one-to-one aides, it is not only unrealistic, but not a sound educational practice.
South	G. K-12 / 3501 +	CD	BD programs	State requirement to educate students in district who are classified as emotionally disturbed and other students who do not need a highly specialized program.
South	H. 7-12 / 9-12	CD	BD programs	Limit requirements that force schools to provide services to students who are not physically or mentally delayed and over 16 and not considered to be behaviorally manageable (safe).
South	C. K-8 / 401-750	DE	Cap costs	Maximum amount of cost of services per student.
South	A. K-6	DE	Cap costs	Cap on services and out-of-district placements
South	A. K-6	FG	Cap costs	I would like to see a cap on spending per classified pupil set by the state. If parents requested more services and/or placement above the cap level - it is up to parents/insurance to cover costs.
North	H. 7-12 / 9-12	I	Certification	Expedite certification process for special education teachers and related services personnel (speech-language specialists)
South	C. K-8 / 401-750	A	Class size	Increasing the number of students allowed in a pullout resource center class.
North	H. 7-12 / 9-12	I	Class size	Raising the secondary group size limit for in-class resource programs from 9-10 will have a very minor impact on decreasing the need for in-class support teachers.
North	E. K-12 / 0-1800	FG	Class size	Increase class size in resource program from 12-15 with a paraprofessional; Control unreasonable due process by adding financial penalty for parents if they lose.
South	D. K-8 / 751 +	CD	Class size	Class size still appears to be arbitrary and the district should be able to determine class size.
South	C. K-8 / 401-750	A	Class size	Number of students in programs with aide requirements.
Central	F. K-12 / 1801-3500	B	Class size	Leaving class sizes the way they were.
North	E. K-12 / 0-1800	DE	Class size	Changes to the numbers of class size for programs would help control special education costs.
Central	G. K-12 / 3501 +	FG	Class size	Remove class size limits and trust districts not to abuse it. Leave such decisions to districts based on the needs of the students in the groups.
North	F. K-12 / 1801-3500	GH	Class size	Increasing the number of students allowed in in-class support resource programs would help curtail spending without significantly impacting services.
South	D. K-8 / 751 +	FG	Class size	There should be an increase in allowable numbers in pullout resource programs

Central	D. K-8 / 751 +	I	Class size	At the middle school level, the number of students in resource replacement programs could be higher without an impact on delivery.
Central	G. K-12 / 3501 +	FG	Class size	The increase in students allowed in in-class support situations is helpful.
South	D. K-8 / 751 +	GH	Class size	Remove arbitrary class size requirements.
Central	G. K-12 / 3501 +	GH	Class size	At the secondary level, resource center maximum enrollment of 12 with a paraprofessional could go to 15 without sacrificing program quality or availability.
North	E. K-12 / 0-1800	DE	Class size	Deregulate the number of special needs students in one mainstream class.
Central	F. K-12 / 1801-3500	I	Class size	Allowing districts more flexibility to increase group sizes when necessary. Recent changes in the new code will be helpful, but for districts experiencing significant population growth, flexibility in this area will help us to utilize current resources rather than force us to employ more special education teachers after the school year begins.
Central	H. 7-12 / 9-12	DE	Class size	Increase number of students in specific programs (resource; ICS)
North	E. K-12 / 0-1800	B	Class size	Change prohibitions on increasing class size.
South	A. K-6	DE	Class size	Increase the number of students in the self-contained programs.
South	A. K-6	B	Class size	Increase resource center numbers from 6-9. Limit the need for required aides - Resource centers 9 students with no aide required.
South	H. 7-12 / 9-12	DE	Class size	Increasing class size to 18 with instructional aide support.
North	G. K-12 / 3501 +	GH	Class size	Allow size waivers for in-class support classes so that it matches the numbers in resource centers.
North	D. K-8 / 751 +	I	Class size	It would be helpful to increase limits on class size
North	D. K-8 / 751 +	I	Class size	Increase resource room capacity by two with an aide.
North	J. VOC		Class size	More than 10 students should be permitted in the departmentalized special education secondary classes with a special education instructor.
South	F. K-12 / 1801-3500	B	Class size	Number of students permitted in elementary resource center could be increased to secondary levels.
North	G. K-12 / 3501 +	GH	Class size	Increasing the class size allowance in replacement resource center to levels allowed in self-contained mild/moderate classes.
North	H. 7-12 / 9-12	FG	Class size	Increase ICS ceiling to 12 students (from 10) and special classes to 16 from 12.
North	F. K-12 / 1801-3500	FG	Classification criteria	Adoption by the State of a severe-discrepancy model for SLD.
North	H. 7-12 / 9-12	GH	Classification criteria	Eligibility for special education and related services under the classification of Other Health Impaired should be more restrictive. Currently, a physician's note diagnosing Attention Deficit Hyperactivity Disorder and CST confirmation makes a student eligible. Many of these students could be served quite well with a 504 plan.
Central	G. K-12 / 3501 +	I	Classification criteria	Eligibility requirements/mandated evaluators/testing; Decrease paperwork requirements; Eliminate benchmark reporting.

South	D. K-8 / 751 +	FG	Classification increase	Our district is a small district with approximately 750 students. Recently, a low-income housing development was built and this has impacted our special ed. costs. We are seeing an increased demand on our staff to provide specialized instruction along with the need to send more students out-of-district for their disabilities.
North	G. K-12 / 3501 +	B	Collaborative consultation	Special education costs would be better controlled if the Collaborative Consultation Teaching Method was used. By using this method, every special education class would have one certified teacher of the handicapped for every 12 students. Within the inclusive setting, 2/3 of students would be general education and 1/3 would be classified students. Depending on level of need within the inclusive setting, the class would have a teacher of the handicapped for students who need an intensive program. For classes which need an average amount of support, a paraprofessional would be assigned.
Central	G. K-12 / 3501 +	A	Contracting services	Contracting out services.
North	H. 7-12 / 9-12	GH	Cost increases	Special education costs account for 16% of the local budget.
North	C. K-8 / 401-750	DE	Cost increases	Removing special education costs from local school district budget caps.
Central	A. K-6	FG	Cost increases	The biggest concern is the escalating costs for special education (increase of 100% over the past three years).
Central	E. K-12 / 0-1800	GH	Cost increases	Take special education costs outside of the cap.
Central	D. K-8 / 751 +	I	Developers impact	Change law to allow/require residential developers to build schools and fully fund them for 10 years, as the new housing creates need for additional schools.
South	C. K-8 / 401-750	CD	Differentiated Instruction	More training for regular education teachers to deal with more diversified populations.
South	J. VOC		Differentiated Instruction	Differentiated instruction delivered by all staff could prevent need to classify as eligible for many special education students.
Central	B. K-8 / 0-400	I	Due Process	Due process judges should be trained on educational issues so as to make informed decisions.
North	F. K-12 / 1801-3500	I	Due Process	Elimination of payment of parent fees; better due process mediation system.
North	C. K-8 / 401-750	DE	Due Process	Limits and controls on due process procedures which impact staff time significantly and generate substantial costs to the district.
South	D. K-8 / 751 +	FG	Due Process	Offer more mediation services prior to due process.
North	B. K-8 / 0-400	FG	Due Process	Response to Intervention is extremely costly, both monetarily and time.
South	A. K-6	DE	Due process	Reduce frivolous or unreasonable lawsuits being allowed to reach an ALJ.
South	E. K-12 / 0-1800	CD	Due Process	Due process, letting districts use the least restrictive environment to compel more in-district services.
South	A. K-6	B	Due Process	Attorneys. Parents will not give something a 6 month-1 year try. They want what they want without attempting less restrictive environments. Then they get advocates that suggest private placements.

North	H. 7-12 / 9-12	GH	Due Process	Although many years ago, parents had little legal recourse in dispute situations, the pendulum has swung the other way. It is far too easy for parents to request mediation and/or due process hearings. Districts are subjected to legal costs which are continuing to escalate. Resolution sessions do not appear to be a solution to this problem. Parents who are determined to take legal action will continue to do so unless they are required to try programs, interventions and services recommended by educational professionals.
North	A. K-6	FG	Due Process	Limits and controls on due process procedures would minimize special education spending in our district in the areas of staff time and legal fees.
North	D. K-8 / 751 +	I	Due Process	Remove due process hearings from the Office of Administrative Law and establish a system similar to that in Delaware.
North	F. K-12 / 1801-3500	DE	Due Process	Make filing due process more difficult.
Central	F. K-12 / 1801-3500	B	Due Process	Resolution session may save legal fees.
Central	G. K-12 / 3501 +	J	Due Process	The high cost of litigation (Could parents be required to go through a district mediation process before considering due process steps requiring attorneys? The new resolution meeting requirement may begin to address this.) Regulation/guidelines for parent advocates.
North	H. 7-12 / 9-12	DE	Due Process	The legal costs are excessive, and parents with their advocates have become a challenge. There needs to be either improved legislation or increased oversight in this area. There are too many exceptions to a rule. I just don't believe lawyers need to be so involved in education.
North	F. K-12 / 1801-3500	J	Due Process	Due process procedures that discourage use of attorneys;
North	A. K-6	GH	Due Process	Require the loser to pay or share costs for all litigation rather than placing the financial burden on the district.
Central			Due Process	Modification of the exhaustive due process rights for parents and students.
South	H. 7-12 / 9-12	DE	Due Process	Extraordinary aid originally included the cost of litigation if it was for a specific student case, but it was discontinued. We have no choice but to use legal representation, therefore, those costs should be allowable. Litigation should be mandated through mediation first. OAL judges should be extensively trained in special education law.
South	C. K-8 / 401-750	DE	Due Process	Not allowing parents to pursue frivolous due process. Parents, who are having difficulties at home, expect the district to pay for residential placements. We are in litigation with 2 cases currently and we have two students placed residentially at this time.
North	A. K-6	FG	Due Process	Special education is over-regulated which leads to increased costs particularly when attorneys are involved. Everything becomes much more expensive.
North	C. K-8 / 401-750	I	Due Process	Reducing costs for mediation/due process.
South	A. K-6	DE	Due Process	Reduce due process costs
North	F. K-12 / 1801-3500	I	Due Process	Elimination of the ALJ as the determinate for disputes.

North	A. K-6	J	Due Process	Refine policies to limit litigation
North	A. K-6	GH	Due Process	It is next to impossible to control special education costs when OAL judges continue to make ridiculous decisions! The state really needs to look at OAL decisions.
South	C. K-8 / 401-750	DE	EIP to age 5	Early intervention program change from Birth - 5 years of age; Maximum amount of cost of services per student.
South	H. 7-12 / 9-12	CD	ESY reduction	Limit requirements that force schools to provide ESY services.
Central	G. K-12 / 3501 +	I	Evaluations	There is a need to have some flexibility in the summer with the twenty-day ruling for parent-requested evaluations. Schools do not have staff on hand in the summer and it is quite expensive to bring in a team to meet the deadline.
North	D. K-8 / 751 +	I	Evaluations	It would also be helpful to increase evaluation timelines.
North	E. K-12 / 0-1800	I	Evaluations	Eliminate the requirement to complete evaluations during the summer months for students in grades K-12 when staff is unavailable. This is extremely costly. The only evaluations that should be done in the summer are for children who are going to be three.
Central			Evaluations	Why aren't parents compelled to submit exam and therapy costs to their insurance companies first with the district paying only those costs that are not covered by insurance?
South	E. K-12 / 0-1800	FG	Evaluations	Evaluation/re-evaluation
North	H. 7-12 / 9-12	I	Exemplary	Our district has a unique program that is working effectively. In a 9 period day we assign 9 communication periods sequentially to allow for all teachers to access a special education teacher at one central location. Then we assign a special education itinerant teacher to each period, sequentially, periods 1-9. The teacher works to ensure implementation of IEPs, works with teacher aides and teachers and monitoring classroom performance of students. Some students are assigned to class with an aide to provide supplemental aides and services. The itinerant special education teacher works with the aides to carryout accommodations.
North	C. K-8 / 401-750	GH	Extraordinary aid	Decrease in expenditure levels for extraordinary aid.
North	G. K-12 / 3501 +	A	Extraordinary aid	Provide extraordinary aid to districts returning students back to the LEA.
South	G. K-12 / 3501 +	CD	Extraordinary aid	Extraordinary aid reimbursement to 100%.
South	H. 7-12 / 9-12	DE	Extraordinary aid	We do not actually receive the funding that the law says we are entitled to for EXAID. The state should fulfill this commitment. Litigation should be mandated through mediation first. OAL judges should be extensively trained in special education law.
Central	D. K-8 / 751 +	I	Facilities	Creating additional classroom space is a serious concern based upon increased student enrollment numbers.
North	F. K-12 / 1801-3500	J	Fewer regs	Fewer regulations with more local decision making.
Central	A. K-6	FG	Financial regulations	Regulations and laws that make it difficult for districts (i.e., SB1701 restricted levels of a district's fund balance needed for emergency costs and ability to adjust line items beyond 10% - important for small districts to have flexibility.

North	B. K-8 / 0-400	FG	Flexibility	Allowing pull-out support and pull-out resource to be taught by the same SE teacher would also provide more flexibility in program planning.
Central	C. K-8 / 401-750	FG	Flexibility	More flexibility with resource program delivery system in-district - less regulations- age, time, subject and rooms.
South	A. K-6	FG	Flexibility	Allow for mixed grade levels in the pullout replacement subject area.
South	B. K-8 / 0-400	CD	Flexibility	More flexibility to design programs that best meet student needs without driving up costs. Statewide training programs teaching staff how to work with severe behavioral problems in-district are needed.
Central	F. K-12 / 1801-3500	I	Flexibility	Allowing districts to determine organization of programs and services so that children's educational needs can be best met.
North	A. K-6	GH	Flexibility	Allowing elementary/primary students to be in Resource Centers for more than half the instructional day would help eliminate the need for self-contained special education classes. Multiple grade levels also in the same resource room.
North	A. K-6	FG	Flexibility	We need to provide more flexibility with in-class support and resource center programs allowing regular teachers to instruct students in a pullout situation.
North	F. K-12 / 1801-3500	DE	Flexibility	Allowing support and replacement in the same resource program would assist us. There are children for whom the same remediation/strategy lesson is appropriate, although for one student it is a 'replacement' lesson and for another student the lesson is 'support'.
South	B. K-8 / 0-400	B	Flexibility	Increased flexibility for program options (age range expansion with appropriate supports, multi-subject rooms with appropriate supports.
North	D. K-8 / 751 +	DE	Flexibility	State support to allow districts latitude on ... in-district ... (survey incomplete)
North	B. K-8 / 0-400	FG	Foreign language exemption	Many students would also benefit from being exempted from the foreign language requirement, allowing more time for RC intervention.
North	A. K-6	I	Funding	IDEA was supposed to be 40% funded by federal government. The state and federal government should increase funding to local districts and also increase funding for children with autism because programming costs are astronomical.
North	C. K-8 / 401-750	DE	Funding	Reduction in federal and state aid to support special education in districts while state and federal expectations for programming are increasing have created a system that is unmanageable and hardly sustainable.
North	E. K-12 / 0-1800	GH	Funding	We received \$322,023 in IDEA-B and about \$900,000 in aid from the State of NJ. Our special education costs in 2005 were \$3,980,997. Increased federal aid would be helpful.
Central	G. K-12 / 3501 +	I	Funding	Funding should follow children that move in after Oct. 15th
North	H. 7-12 / 9-12	GH	Funding	IDEA funding provides support to the local budget to offset cost of programs. Yet the amount of funding is too low and the impact too high on local taxpayers.
North	B. K-8 / 0-400	GH	Funding	It would be helpful if we had more state funding since a large portion goes to out-of-district students.
North	A. K-6	DE	Funding	Better monetary support for inclusion
North	A. K-6	FG	Funding	Full funding for federal and state mandates; Allow districts to have surplus beyond 2% or \$100,000 for new special education

				students who may enroll and require high cost placements and services.
North	D. K-8 / 751 +	I	Funding	We would like partial parent payment for medical evaluations and procedures. We would like the state to fund the CEFA formula (all transportation and extraordinary aid).
North	E. K-12 / 0-1800	FG	Funding	Increased funding for the creation of in-district programs to decrease out-of-district options, not just through grant application.
North	D. K-8 / 751 +	GH	Funding	Special education costs would be better controlled with additional grant monies.
Central	G. K-12 / 3501 +	DE	Funding	State rather than local funding for special education.
Central	G. K-12 / 3501 +	J	Funding	Not being fully funded from the State for extraordinary costs of students identified in the Application for Special Education Extraordinary Aid. Not being appropriately supported by the Federal Government despite its longstanding commitment to providing districts about 40% of special education costs but only delivering approximately 15%.
Central	A. K-6	FG	Funding	The lack of IDEA and/or NJ DOE funding for our special education costs (State extraordinary aid not funded, IDEA only covers about 20% of costs).
North	D. K-8 / 751 +	J	Funding	Reappropriate funding on the federal and state level as intended under initial IDEA and remove the financial burden from the local school district.
North	C. K-8 / 401-750	DE	Funding	Meeting funding obligations (state and federal) as written in law;
Central	D. K-8 / 751 +	FG	Funding	I think there should be more money given to public schools to pay for all these quality programs and services. I think the state should monitor the out-of-district schools to regulate the costs of tuition. The OOD costs significantly impact our budget.
Central	D. K-8 / 751 +	I	Funding	Fully fund out-of-district placements
Central	D. K-8 / 751 +	I	Funding	Fully fund all mandates (transportation, medical costs, etc.)
North	F. K-12 / 1801-3500	DE	Funding	This district needs to be allowed to access surplus funds to pay for programs/salaries/services, which became necessary subsequent to budget development and approval. It is impossible for this district to develop an appropriate program for a newly identified (or transfer) student with ASD or multiple disabilities. These services are costly and the monies are not available. It is equally unfair to discontinue a program mid-year to fund a special education service.
North	F. K-12 / 1801-3500	DE	Funding	The cost for providing special education and related services are extraordinary and some resources are denied to students without IEPs because of this. Financially, it causes a hardship for the district and concerns for the BOE because of State and Federal mandates.
South	G. K-12 / 3501 +	CD	Funding	State reimbursement for special education foster placements.
South	H. 7-12 / 9-12	FG	Funding	Provide funding for districts attempting to develop in-district programs for students who have traditionally been sent to out-of-district placements.

North	A. K-6	J	Funding	Funding is our district's primary concern. Full funding of special education services. We feel that our programs are very successful and that because of the supports and services that we provide that we are able to be more inclusive and provide a least restrictive environment for our special education population.
South	A. K-6	CD	Funding	State regulations really do improve the program. What a small school needs is more money for personnel and facilities so that teaching can stay in the school. Small schools with even just one student sent out takes on a big monetary responsibility.
South	J. VOC		Funding	f more funding was allotted, more services could be offered.
South	B. K-8 / 0-400	B	Funding	Full funding of IDEA
South	D. K-8 / 751 +	FG	Funding	Increase funding in accordance with state mandates. Instead of pro-rating refunds or offsetting minimum costs to districts or only providing offsets for the first year of a mandated program, provide dollar-to dollar offsets as long as the state requires district involvement.
Central	H. 7-12 / 9-12	FG	Funding	State needs to fully fund the IDEA.
South	B. K-8 / 0-400	B	Funding	Full funding!
Central	G. K-12 / 3501 +	DE	Funding	If the state and federal legislatures continue to dictate mandates for special education, they should fund them one hundred percent. They seem to be able to ignore the law and say there isn't enough money to go around. Unfortunately, I can't say that to the parents of our special needs students.
South	G. K-12 / 3501 +	CD	Funding	Insist on equitable federal funding.
South	A. K-6	DE	Funding	Special education is 25% of the school district's budget for the 2006-2007 school year. In a time when salaries, benefits and fixed costs equal approximately 68% of our school budget, only 7% is left for the regular education population. Special education students are 12% of the student population, but receive twice as much funding for their programs. Our district has budgeted \$2,158,725 for 85 children that equals \$25,397 per student. It is calculated on the 2006-2007 budget that the cost to educate a regular education student is \$9,982. It is costing our district almost 3 times more to educate special education children, which would not be a problem but for the 2006-2007 school year the district received \$325,844 in special education aid from the State of New Jersey. Unfortunately, when developing the 2007-2008 budget, we will have to take a close look at what will need to be cut so that the district can meet the needs of the special education population. Last year because of increases to the special education population, transportation for students was changed and two buses were cut from the budget. Now two busses do the work that four buses did in the past by looping. In the very near future all courtesy busing will have to be eliminated to accommodate the special education budget. Schools are gong forced to make tough decisions in order to meet all the mandates from IDEIA. Our district will experience increase in class sizes due to lack of funding for teachers. The needs of the regular education population will start to suffer because the districts are being

				forced to go to extraordinary lengths to educate the special education population.
South	A. K-6	B	Funding	The State could pressure the federal government to fully fund IDEA and the legislature needs to be aware of the extreme costs of special education to individually meet the needs of all students and offer a full array of services.
Central	G. K-12 / 3501 +	I	Funding	Continued effort is needed to obtain full funding as mandated by IDEA
Central	B. K-8 / 0-400	CD	Funding	Increased funding opportunities for special education and related services
South	D. K-8 / 751 +	FG	Funding	State mandates are funded for only the first year or two and then funding is either dramatically cut or abolished altogether. If this is the tactic used by the state to improve their budget, then there has to be some recognition that this will negatively impact the district's budget. If the funding is going to be withdrawn, then the mandate should also be withdrawn.
South	D. K-8 / 751 +	FG	Funding	Knowing that funding for these additional costs must be met from our current budget, it results in the district having to decrease expected expenditures for our regular education population. The uncertainty of the cost of additional special ed. students has a huge negative impact on the district's budget.
South	C. K-8 / 401-750	B	Funding	Federal and state aid needs to be increased.
Central	C. K-8 / 401-750	FG	Funding	State aid - funding. More children have more disabilities.
Central	H. 7-12 / 9-12	GH	Funding	We feel that mandated State requirements should be fully funded by the State. Regulations should support and make attractive shared services, particularly in the area of related services.
Central	G. K-12 / 3501 +	J	General education interventions	The overall need to provide more options in our regular education programs to meet the diverse needs of students, thereby reducing the number of students being referred for special education services. More EOP (vocational) type programs in-district would be helpful.
South	C. K-8 / 401-750	CD	General education interventions	More emphasis on intervention components to decrease amount of students in special education.
North	G. K-12 / 3501 +	I	General education interventions	Strict enforcement of general education interventions (I&RS process).
South	D. K-8 / 751 +	B	General education interventions	Smaller class size for general education and more mandated remediation in general education.
South	E. K-12 / 0-1800	FG	General education interventions	Strengthening and mandating intervention services and educational supports for the general education population would result in a decrease of child study team referrals and classifications. Both general education and special education teachers and administrators need training in response to intervention (RTI) strategies.
South	E. K-12 / 0-1800	DE	General education interventions	Mandatory general education intervention programs for students identified as at-risk.

North	C. K-8 / 401-750	FG	Home instruction	Also a regulation about providing at home services for behavioral challenges.
North	C. K-8 / 401-750	I	Home services restriction	Additionally, a provision that states home services (after school hours) are not the district's responsibility (with the exception of home instruction).
South	G. K-12 / 3501 +	A	Homeless responsibility	The way the state determines the responsibility (financial) for homeless students is an issue. Homeless students should be the responsibility of the district they currently live in - not their last permanent residence.
Central	D. K-8 / 751 +	I	HQT requirements	Change the HQT status for special educators.
North	J. VOC		HQT requirements	Lessening the Highly Qualified content area regulations at the high school level for self-contained classes for classified students.
North	H. 7-12 / 9-12	FG	IEP	Three-year IEP. Re-examination of code requirements to provide for flexibility when excusing an IEP team member from a meeting (Provision of program reporting is too restrictive).
Central	G. K-12 / 3501 +	FG	IEP	Eliminate short-term objectives (costs: clerical, monitoring, disputes).
Central	G. K-12 / 3501 +	J	IEP	Consideration of the possible use of two rather than one-year IEPs (especially if remaining in the same school and not transitioning to another location).
South	A. K-6	DE	Inclusion	Instead of changing state regulations, the state should offer incentives for districts to educate students in-district. Incentives should also be offered for private schools to assist with this and to provide consultative models to facilitate integration. It makes no sense that special services school districts continue to build separate schools.
South	C. K-8 / 401-750	B	Inclusion	More state-sponsored training for regular education staff on inclusion and team-teaching.
North	B. K-8 / 0-400	FG	Increase in students with disabilities	Increase in number of students in special education
South	D. K-8 / 751 +	GH	Independent evaluations	Recommendations made by the school should be seriously considered. Outside sources (doctors, lawyers, parent advocacy groups, etc.) should not interfere or "out rank" school recommendations in the legal system.
Central	G. K-12 / 3501 +	I	Independent evaluations	Restrict the number and variety of independent evaluations.
North	D. K-8 / 751 +	I	Independent evaluations	Less liberal regulations supporting parental independent evaluations.
South	G. K-12 / 3501 +	CD	Independent evaluations	I believe the regulations regarding independent evaluations can severely hurt school districts. The current regulations allow any parent to request an independent evaluation. A district is permitted to challenge requests; however, the court costs for the challenge would cost more than conducting the evaluations. Therefore, legal counsel advises us to simply conduct the evaluations without contest to be cost effective.
North	A. K-6	J	Independent evaluations	Re-write policy that enables parents to obtain independent evaluations at district's expense without justification.

Central	G. K-12 / 3501 +	J	Initial IEP implementation	Allowing the district, as child advocates, some legal recourse when a parent refuses to grant consent for implementation of an initial IEP - this way the costs of evaluation and classification would not be completely wasted.
North	H. 7-12 / 9-12	I	LDTTC	Change training for LDTTC. There are no LDTTCs, so they are district hopping and shopping.
North	C. K-8 / 401-750	I	Limit financial responsibility	Limits on the financial responsibility of districts to provide services and programs beyond the academic scope and calendar of the school year.
Central	C. K-8 / 401-750	FG	Limit nonpublic services	Limit the responsibilities of school districts to nonpublic school services under IDEA.
South	J. VOC		LRE requirements	A tier system of offerings should be implemented by the state. Should an in-district program not meet LRE for a student, a district must first choose an appropriate 1) state-owned program, 2) out-of-district public program, 3) private school program. This permits the funding of programs to feed back to the state and public programs before a private program.
North	B. K-8 / 0-400	FG	LRE requirements	Allowing more flexibility in program planning would allow less restrictive programming. For example, larger class sizes at the elementary level for in-class support would provide a less restrictive program for those students whose needs do not rise to the level of RC pull-out.
Central	A. K-6	FG	Measurement	State regulators should consider the OUTPUT, i.e., the success rate of the special needs' population, before mandating restrictive resolutions. If a school district is meeting AYP, then they should be given greater flexibility as the success of their programs, and all the factors contributing towards it, speaks for itself.
Central	H. 7-12 / 9-12	GH	Measurement	Effectiveness of special education needs to be evaluated by more than just test scores. Need a holistic approach to educational services evaluation.
South	H. 7-12 / 9-12	DE	Measurement	NCLB must look at measuring the results of each special education student's progress in a longitudinal manner rather than measuring the progress of different groups of students from year to year. This is especially true when the number of students is small enough that a few students' performance can result in a large reduction or increase in the reporting of scores towards Adequate Yearly Progress. This current process does not allow the district to report the real progress of students and results in the misdirected allocation of resources. Although 1% of the general testing population in a district is identified as students with severe disabilities and are not exposed to the general curriculum and consequently allowed to take the APA there are approximately another 2% of the testing population that should be allowed to take an alternate achievement assessment in lieu of the ASK, GEPA, or HSPA assessments. Again this would allow districts to distribute their resources in an effective and certainly in a more efficient manner.
Central	D. K-8 / 751 +	J	Medical issues	Requiring parents with medical insurance to use their insurance to pay for medical evaluations, i.e., neurological and psychiatric.
South	A. K-6	GH	Medical issues	Districts should not pay for nursing services for students to attend school. These students would have nursing coverage through insurance if not in school.

Central	B. K-8 / 0-400	I	Medical issues	Requirements for personal nurses, aides, etc. are very expensive.
Central	H. 7-12 / 9-12	FG	Medical issues	There are increasing cases of medical issues overlapping educational needs, and the schools are getting hit with addressing psychiatric/medically involved students with residential placements, camps for ESY, counseling sessions. Medical issues need to be clearly defined for insurance purposes and educational issues identified clearly for school districts.
Central	D. K-8 / 751 +	I	Medical issues	Please figure out a way to shift medical costs to some other social agency.
Central	G. K-12 / 3501 +	I	Medical issues	A collaborative approach is necessary by several agencies to ensure services and bring down costs.
South	C. K-8 / 401-750	FG	Meetings	Fewer meetings.
Central	A. K-6	GH	Meetings	Decrease in the number of required meetings.
Central	G. K-12 / 3501 +	I	Meetings	There is a need to have some flexibility with regard to the teachers required at an annual review meeting. Currently it is required that teachers be present for the entire meeting (some of them last up to three hours) which means they are not with their classes during this time. Why not have them only present for their portion of the meeting. The double impact of their required presence for the entire meeting is, 1) their classes miss their instruction and, 2) the district has the expense of paying for a substitute.
North	C. K-8 / 401-750	FG	Meetings	The ability to change an IEP without the need of holding another meeting.
Central	G. K-12 / 3501 +	FG	Meetings	Remove the requirement for teacher participation in the entire meeting (substitute coverage costs; meetings that extend for a long time.)
South	D. K-8 / 751 +	DE	Meetings	IEP changes without the need for a formal meeting has already proved beneficial.
North	A. K-6	GH	Meetings	Allow a single CST member to conduct the initial nature and scope meeting, as was the case in the past. This gives the administrator the control to effectively use their personnel.
South	D. K-8 / 751 +	B	Meetings	The ability to make IEP changes without having to reconvene the entire team (parent approval could be obtained through phone/mail); No need to reconvene the entire team for re-evaluation evaluation plans.
North	E. K-12 / 0-1800	GH	Mobility impact	The most difficult aspect of providing services and planning an adequate budget is the unpredictable variable of students moving into the district who require extensive services (5-8/year).
North	F. K-12 / 1801-3500	J	Monitoring exemption	Exemption from monitoring for districts that have little or no complaint/due process proceedings.
South	G. K-12 / 3501 +	DE	Multiple subjects	Cancellation of the new regulations mentioned above.
North	E. K-12 / 0-1800	B	Multiple subjects	Changing prohibitions on teaching of multiple subjects
North	D. K-8 / 751 +	I	Multiple subjects	Allow multiple subjects with the addition of an aide.
North	A. K-6	GH	Multiple subjects	The state really needs to look at multiple subject requirements

North	C. K-8 / 401-750	FG	Multiple subjects	Allow mixing of subjects, let districts have some leeway in grouping in the best interest of the children. (They are mixed for more disabled in self-contained.)
North	C. K-8 / 401-750	I	Multiple subjects	Continuation of former regs as they pertain to multiple subjects.
South	A. K-6	DE	Multiple subjects	Change the multiple subject restrictions back to what they were before.
Central	J. VOC		Multiple subjects	Allow pullout resource programs to teach multiple subjects, try to offer more integrated programs to reduce the amount of classified students.
Central	E. K-12 / 0-1800	B	Multiple subjects	Continue to have multiple subjects in pullout.
North	C. K-8 / 401-750	FG	Multiple subjects	Allow multi-subject with a maximum of 4 children.
Central	A. K-6	GH	Multiple subjects	Prohibition of multiple subjects in pull-out resource rooms is limiting and school districts need to have these regulations reduced.
North	H. 7-12 / 9-12	I	OAL judge training	Training of OAL judges and consistency in opinions over similar issues; Full funding; regionalizing autistic services using Katzenbach school space.
Central	G. K-12 / 3501 +	FG	OOD costs	The first and only choice should be the Commission schools. We have a model program in Middlesex. They cost savings for a program like this is astronomical vs. private placements
Central	B. K-8 / 0-400	I	OOD costs	Private school tuition rates should be set. Further due process controls to avoid attorney costs.
North	C. K-8 / 401-750	GH	OOD costs	Rise in autism initiating out-of-district placements and/or new program expenses
South	H. 7-12 / 9-12	DE	OOD costs	Greater flexibility in allowing districts to provide services either on campus or relatively close to campus for students who are currently placed in out-of-district programs or are not able to benefit from the public school "traditional" environment and will end up being placed in an out-of-district program. Alternative programs and increased vocational and/or work study programs starting in the middle school years when indicated would serve a number of students that currently end up either dropping out of school at 16 years old or in out-of-district programs that the LEA has little control over in terms of programming and oversight.
North	D. K-8 / 751 +	DE	OOD costs	Cap tuition costs of private schools to be in line with public school averages.
South	E. K-12 / 0-1800	B	OOD costs	Out-of-district costs.
South	C. K-8 / 401-750	CD	OOD costs	Cap pot of district percentage increases for schools; Cap transportation costs.
South	H. 7-12 / 9-12	DE	OOD costs	Willingness to start new special education programs within a public school setting certainly would be cost efficient and a positive improvement for classified students.
North	A. K-6	J	OOD costs	Control of out-of-district tuition costs.
Central	H. 7-12 / 9-12	GH	OOD costs	Costs of out-of-district placements needs to be scrutinized. Discrepancy between what a public school can charge for tuition and what private schools can charge.
North	G. K-12 / 3501 +	I	OOD costs	I would like the cost of out-of-district tuition and transportation reviewed as it appears to be cost prohibitive.

South	D. K-8 / 751 +	B	OOD costs	The ability to place students in other local public school special education programs without the large tuition costs that we now have to charge.
North	C. K-8 / 401-750	DE	OOD costs	Capping increases in private school tuition; Removing special education costs from local school district budget caps.
North	C. K-8 / 401-750	FG	OOD costs	School districts are being held to strict increases in their costs in spite of many things which are beyond their control (fuel costs, salaries) while the private schools seem able to raise their tuition costs at will. This is especially true for schools that service the autistic population and that can be selective in who they accept for their programs.
North	C. K-8 / 401-750	DE	OOD costs	The cost of providing programs and services to our students with special needs in consistently rising. These costs are causing fiscal strains that are not being adequately addressed at the state or federal level.
South	G. K-12 / 3501 +	DE	OOD costs	Control on out-of-district tuition rate increases; Strong regulation for general education remedial service; Redefining general education and special education services for students in need.
North	G. K-12 / 3501 +	A	OOD costs	Better controls (CAP_ out-of-district tuition)
Central	C. K-8 / 401-750	FG	OOD costs	The cost of educating the autistic population is a significant issue. Often the issue of what is free and appropriate becomes blurred with what a parent considers to be best. The cost of an out-of-district placement with transportation can easily reach \$100,000 for one student. If a student moves into a district, the expense may not have been covered in the budget and adequate surplus may not be available due to 1701. Should be clearer guidelines to what is FAPE and thereby required for a district in educating the autistic population.
South	C. K-8 / 401-750	DE	OOD costs	Better control of tuition for private school placements;
Central	H. 7-12 / 9-12	DE	OOD costs	Out-of-district placement tuition is out-of-control.
Central	F. K-12 / 1801-3500	I	OOD costs	The high increases in tuition for private schools for the disabled.
North	B. K-8 / 0-400	FG	OOD costs	Increases in tuition rates above Cap
Central	B. K-8 / 0-400	FG	OOD costs	Re-think the "in-class" support model. An aide (vs. a certified special ed. teacher) could be equally effective in many cases. Provide immediate support when transfer students require an out-of-district placement after the budget was approved. \$40,000 or \$50,000 on a small budget is devastating to many districts.
Central	C. K-8 / 401-750	FG	OOD costs	Mandate that private schools offer a half day tuition rate to assist districts in cost effective transition of students back to district.
North	D. K-8 / 751 +	I	OOD costs	Cap out-of-district tuitions.
North	H. 7-12 / 9-12	GH	OOD costs	Mandatory county based alternative HS for ED students and at-risk non-classified students that received students at a reasonable rate would significantly control out-of-district costs.
North	D. K-8 / 751 +	FG	OOD costs	Private schools working with districts to provide more specialized programs in school with less cost.

North	C. K-8 / 401-750	FG	OOD costs	Another area of concern is the run-away costs for the autistic population. There seems to be no end to what services the districts must provide and no support from the ALJs to control the demands of parents and advocates.
North	D. K-8 / 751 +	GH	OOD costs	Cap tuition costs of private schools to be in line with public school averages.
South	B. K-8 / 0-400	DE	OOD costs	Control of private school costs. Also a state mandate requiring county SSSDs to educate the county's most severely disabled students and to be prohibited from expelling or discharging these students without many levels of intervention as well as multiple district and parent meetings.
Central	G. K-12 / 3501 +	DE	OOD costs	Caps on tuition charged by public and non-public out-of-district placements.
South	B. K-8 / 0-400	CD	OOD costs	A regulation on capping tuition costs for out-of-district placements for severe disabilities.
South	H. 7-12 / 9-12	DE	OOD costs	Better oversight of the costs of out-of-district providers. Limit the ability for out-of-district schools to request additional monies if they budgeted incorrectly. Reduce the cost of health care for staff so the money could be used to hire needed staff.
South	A. K-6	CD	OOD costs	We do not send many people out-of-district but when we do the cost for the education and transportation can be devastating to a small school as ours.
North	H. 7-12 / 9-12	FG	OOD costs	Cap tuition of private schools to be equal to or less than county public school averages.
South	C. K-8 / 401-750	B	OOD costs	Increase aid for out-of-district placements; Cap increases on special services school district tuition.
North	G. K-12 / 3501 +	J	OOD costs	Regulation of out-of-district tuitions; Funded mandates, especially in extraordinary aid; Regulation of support services in home programs, specifically in ABA services (therapist credentials and rates).
Central	C. K-8 / 401-750	DE	OOD costs	Capping out-of-district tuition
Central	G. K-12 / 3501 +	J	OOD costs	The very high private school tuition costs involved with out-of-district placements.
South	D. K-8 / 751 +	FG	OOD costs	The state should investigate and control the high cost of private schools for the disabled.
South	D. K-8 / 751 +	CD	OOD Students returned	Bringing programs traditionally housed in "out-of-district" placements back to the home district would significantly improve the cost and quality of programs.
South	G. K-12 / 3501 +	CD	Out-of-County Fees	Out of county fees should be dropped for tuition students. The neighboring county's fee for out-of-county students is \$11,000 which is in addition to the \$36,000 tuition.
South	A. K-6	DE	Paperwork reduction	Reduce the amount of paperwork required.
Central	G. K-12 / 3501 +	J	Paperwork reduction	Elimination of some paperwork, such as: Simplification of the process to grant exceptions for class age ranges and group sizes, eliminating notice to parents in the class that an exception has been approved by the county office; Changing/expanding definition of "consent" to allow electronic mail to be allowed as written permission for excusing participants from IEP meetings and/or amending an IEP without a meeting.
South	D. K-8 / 751 +	GH	Paperwork reduction	Reduction in paperwork.

Central	D. K-8 / 751 +	I	Paperwork reduction	Record keeping requirements dominate the day of child study team members and administrators. A limit on the number of students a case manager could have (35-50) would minimize the need for independent clinicians.
North	E. K-12 / 0-1800	J	Paperwork reduction	Less paperwork!
Central	F. K-12 / 1801-3500	B	Paperwork reduction	Paperwork reduction
South	D. K-8 / 751 +	I	Paperwork reduction	Less paperwork requirements.
South	D. K-8 / 751 +	FG	Paperwork reduction	The amount of paperwork/reports could be reduced. This would include overlapping, redundant, unnecessary State reports.
Central	H. 7-12 / 9-12	FG	Paperwork reduction	Eliminate redundant paperwork. Decreased paperwork, currently demanded by NJ Regulations, would allow increased time for contact with students and assistance in classroom and instruction.
North	H. 7-12 / 9-12	FG	Paperwork reduction	Reduce the amount of documentation- much duplication.
Central	H. 7-12 / 9-12	GH	Paperwork reduction	Continuing to find ways to downsize paper requirements. Setting limits on the cost to school districts for out-of-district placements. Truly making out-of-district placements a last resource.
North	G. K-12 / 3501 +	GH	Paperwork reduction	Streamline paperwork; streamline IEP process with short term goals and multi-year IEPs
Central	A. K-6	GH	Paperwork reduction	Less paperwork relating to IEPs.
Central	F. K-12 / 1801-3500	DE	Paperwork reduction	Eliminate "IEP excusal" districts are ignoring it since it is too confusing adding more paperwork and NJDOE cannot adequately respond to Directors questions regarding implementation.
Central	F. K-12 / 1801-3500	A	Paperwork reduction	Consolidation of all reports into one document.
Central	G. K-12 / 3501 +	FG	Paperwork reduction	Less paperwork for the CST will enable them to spend more time observing children in the class and thus enabling the CST to give more guidance to the teachers.
South	A. K-6	DE	Paperwork reduction	IDEIA needs to be more school friendly, reduce paperwork and number of staff required for IEP meetings.
Central	H. 7-12 / 9-12	J	Paperwork reduction	Reduction of paperwork; Language of code sometimes unclear.
Central	H. 7-12 / 9-12	GH	Paperwork reduction	Our other concerns are really complaints on the reporting requirements. The State requirements for reporting are cumbersome, time consuming, and redundant. State technical support and software are sadly lacking. Some programs are still in DOS formats. The elements to be reported are not given early enough to become part of our other information gathering efforts. As a result, when we complete reports we must spend time researching areas for which we have no information. Small but critical changes in State reports can have big ramifications when the changes are made with no warning.
South	H. 7-12 / 9-12	DE	Paperwork reduction	Paperwork requirements

North	C. K-8 / 401-750	I	Paperwork reduction	Reducing required paperwork/accounting practices
North	H. 7-12 / 9-12	CD	Paperwork reduction	Minimize the excessive paperwork and repetitive procedures.
South	J. VOC		Paperwork reduction	It would be helpful if the amount of paperwork required of CST members and teachers was reduced. Therefore, more time could be spent with students.
South	F. K-12 / 1801-3500	A	Paperwork reduction	Continue to reduce paperwork requirements.
Central	G. K-12 / 3501 +	FG	Paperwork reduction	Continue to reduce the number of formal meetings.
North	C. K-8 / 401-750	I	Parents	Requiring parental contributions for extraordinary services.
North	F. K-12 / 1801-3500	GH	Parents	Better parent education for understanding the flowchart of I%RS, special education and mediation.
North	C. K-8 / 401-750	DE	Parents	Demands for increased services by knowledgeable and concerned parents are challenging to meet because of the limited funding. Even with knowledge that these services will facilitate the educational progress of the student. It requires constant balance of scarce resources.
South	D. K-8 / 751 +	I	Preschool	Improved criteria for determining eligibility for preschool disabilities.
Central	F. K-12 / 1801-3500	GH	Preschool	Changes in state regulations that could better control special education costs include availability of services to pre-K students who attend nonpublic school. Related services are not a component of 192/193.
North	E. K-12 / 0-1800	GH	Preschool	The increasing preschool population with autism presents a great cost.
North	C. K-8 / 401-750	DE	Preschool	More flexibility in programs for preschool disabled would be cost effective. Due to large numbers of PSD, aid for the students is very important to pay for classes.
South	F. K-12 / 1801-3500	FG	Preschool	The change in identification for pre-school disabled children is now more confusing and will seemingly identify more students.
North	F. K-12 / 1801-3500	I	Preschool	Better control of inclusive preschool concept
North	D. K-8 / 751 +	DE	Private school regulation	Significantly greater regulation of private special education schools and State enforced limitations on placements.
North	D. K-8 / 751 +	I	Private school regulation	More stringent regulation of private schools for the disabled is needed. Programs that are not providing services commensurate with their high tuition rates should be required to make changes or lose NJDOE approval. If the supply of out-of-district options is reduced, districts would have more opportunity and incentive to focus financial resources on developing and expanding in-district options.
North	G. K-12 / 3501 +	B	Professional development	Once highly qualified staff is hired, the district needs to provide sufficient on-going training and new staff must be given the opportunity to attend these training sessions/workshops.
North	G. K-12 / 3501 +	B	Quality staff	My main concern regards the hiring and retaining of qualified special education staff. Districts should not be allowed to hire staff with emergency certification or through an alternate route.

North	E. K-12 / 0-1800	DE	Quality v costs	I am not overly concerned about this district as the Board of Education consistently places the educational needs of students ahead of expenses, and the Board does not look at the bottom line but appreciates the need to service all children and provide each child with a Free Appropriate Public Education (FAPE) in their Least Restrictive Environment (LRE). However, I am concerned that the constant pressure from the state level to reduce costs and to regulate property tax increases will force many districts to fund/support ineffective special education programs and over burden the many productive and positive special education programs that are currently in place. The pressure will also force many smaller districts to begin to share/combine services which will in many cases diminish or decrease the overall effectiveness of the special education programs.
Central	F. K-12 / 1801-3500	GH	Range of services	Larger school districts would have a positive impact on special education because there is a lot of duplication of services resulting in a non-cost effective structure. Smaller school districts often have less options and services available so they need to seek appropriate resources by contracting through agencies.
Central	D. K-8 / 751 +	GH	Reduce regulations	State regulations should mirror federal regulations. NJ over-regulates in special education.
North	H. 7-12 / 9-12	I	Related services	Limit the amount of occupational and physical therapies that are delivered in school. These are medical services and should be covered by medical insurance. This goes for nursing services too. This is a travesty borne by taxpayers.
North	D. K-8 / 751 +	DE	Related services	Cap related services costs in private schools to be in line with public school averages.
North	D. K-8 / 751 +	FG	Related services	The ability to restrict related services and placements proportionate to regular education costs.
North	D. K-8 / 751 +	GH	Related services	Cap related services costs of private schools to be in line with public school averages.
North	D. K-8 / 751 +	GH	Related services	The high number of students requiring related services is of great concern
North	C. K-8 / 401-750	CD	Related services	Families should be expected to exhaust the resources of their own health insurance plans prior to seeking funding for their child's medical evaluation from the school district.
South	F. K-12 / 1801-3500	CD	Related services	Limitations on related services, changes in discipline procedures, increased community support services (counseling, mentoring, psychiatric screening services).
Central	B. K-8 / 0-400	FG	Related services	OT and PT professionals are hard to find and expensive. Perhaps these related services should become a parent (health care) responsibility.
Central	G. K-12 / 3501 +	FG	Related services	Many related services border on medical needs, therefore, they should not be considered an additional requirement.
Central	G. K-12 / 3501 +	FG	Related services	When planning to return students to district, the related services that are provided in out-of-district placements are often in excess of what would be recommended for the in-district placement, and to work collaboratively with parents, we need to increase the level of related services in these circumstances.
Central	G. K-12 / 3501 +	I	Related services	A collaborative approach is necessary by several agencies to ensure services and bring down costs.
Central	G. K-12 /	I	Related	Related services, OT, PT, articulation, ABA should go through

	3501 +		services	a parent's insurance plan for payment.
North	F. K-12 / 1801-3500	I	Related services	The state of NJ should also develop a threshold for related services as appropriate to a disability category.
South	D. K-8 / 751 +	FG	Related services	Reduce related services by specialists and have more students' needs met by teachers in the classroom.
North	C. K-8 / 401-750	FG	Related services	Specific regulations about who we need to provide OT etc. to.
Central	H. 7-12 / 9-12	FG	Related services	Related services are costly and due to the limited supply of these professionals, they are overcharging districts. Can some regulations be placed on these services and costs?
Central	G. K-12 / 3501 +	J	Residential costs	Residential costs and the district being pressured to agree not for sound educational/legal reasons but for issues centered around dysfunctional home environments.
South	D. K-8 / 751 +	I	Resource	Elimination of goals and objectives for resource center instruction.
Central	G. K-12 / 3501 +	J	Resource	Option to increase student numbers at least by one or two in a pullout resource center without being required to add an aide.
South	D. K-8 / 751 +	I	Resource	Based on my observations, in-class support appears to be an unnecessary expense in many cases. In general, two teachers in the same classroom every day is an inefficient programmatic option. It is my opinion that much of what is done by special education teachers providing in-class support could be done by the general education teacher if the class size were reasonable. With dual certifications offered in many college programs, it behooves districts to hire staff that is able to differentiate instruction and assessment for all students.
Central	G. K-12 / 3501 +	J	Resource	Option to increase the total daily time in a resource center beyond 50% of the day (perhaps to 60-70%)
South	C. K-8 / 401-750	DE	Response to Instruction	Continued emphasis on RTI.
Central	G. K-12 / 3501 +	I	Response to Instruction	Placing greater emphasis on Response to Intervention to help reduce referrals to special education.
South	G. K-12 / 3501 +	A	Review Commission	Refer to NJ Special Ed. Review Commission when its report is released. As a Commission member, I am currently working on it with other Commission members.
North	G. K-12 / 3501 +	GH	S1701 eliminated	Block S1701
North	H. 7-12 / 9-12	J	Services for Family issues	We have received requests for placements/services due to family and/or substance abuse issues
South	F. K-12 / 1801-3500	DE	Shared services	Sharing of services between districts. Creation of County Special Services that are not actual places, but clearinghouses of services.
Central	G. K-12 / 3501 +	I	Shared services	Consider new ways to support and encourage Educational Services Commissions and Jointures with resulting benefits when real cost saving is achieved.
Central	B. K-8 / 0-400	I	Shared services	More incentives for shared services, especially related service providers and low incident disability needs.
North	E. K-12 / 0-1800	GH	Shared services	We have shared services with 11 neighboring communities called the Northwest Bergen Council for Special Education. We have a "Children with autism in the public schools" program which is a model program. It costs approximately \$50,000 in tuition and we have a shortage of placements already.

Central	G. K-12 / 3501 +	B	Shared services	Offer shared related services within the county from agencies with a cap on costs.
				As everyone involved in education is keenly aware, special education is a high cost item. Many of the high costs are dictated in the form of mandates established by the federal government, court decisions or by New Jersey's administrative code. An examination of existing mandates and careful consideration before establishing new mandates would help greatly in holding the line on the growth of special education costs. Utilizing existing countywide public structures to deliver services whenever possible would also help in that regard. Perhaps a state policy similar to the one that currently requires the use of generic drugs first on pharmacy prescription forms would be helpful in holding down costs. If all local districts were required to explore public placement of special education students before a private placement could be considered, it could help to stem the growth of special education costs. Special services school districts were developed for this purpose.
South	I. CSSD		Shared services	
North	H. 7-12 / 9-12	GH	Shared services	I also think that a greater system of shared costs would help and should be directed at the county level.
Central	B. K-8 / 0-400	FG	Speech Therapy	Speech regulations - paperwork etc. are cumbersome in simple articulation cases.
North	H. 7-12 / 9-12	I	Speech Therapy	Change training for speech-language specialists. Speech costs are outrageous and can top \$125 per hour. The state college programs are overly restrictive in producing speech specialists.
Central	F. K-12 / 1801-3500	B	Speech therapy	Speech therapy is very costly. It is hard to find providers, especially ones we could afford. Going through agencies reduces quality of services due to the fact that the therapists may change from year to year. The cost keeps rising.
South	D. K-8 / 751 +	I	Speech therapy	Requirement to state size of speech/language groups in IEPs.
Central	C. K-8 / 401-750	GH	State Agency Placements	That DYFS pick up all or part of tuitions of students they place in your district.
South	D. K-8 / 751 +	FG	State Agency placements	We have also been impacted by state agencies placing students in group homes, state facilities and not communicating with the CST until after the fact. If a state agency is going to determine the placement of the child, NO school district should be charged for it. The state should absorb this cost.
South	H. 7-12 / 9-12	DE	State Agency Placements	Residential placements should be secured through either DYFS or DDD rather than the LEA. Districts understand their responsibility to educate their students. Resources are wasted through litigation and residential placements.
South	F. K-12 / 1801-3500	A	State Agency Placements	State funding support for residential placements made through Value Options (c70s).
South	G. K-12 / 3501 +	CD	State Agency Placements	Residential placements should be covered by DDD. We are paying court ordered residential costs because DDD does not have available funding.

				<p>DYFS placement decisions should be solely their responsibility and not the resident district's financial burden (i.e., DYFS makes a residential placement for a special needs student at Bonnie Brae. DYFS does not involve the school in placement decisions, and the student is placed into the education program at Bonnie Brae which places the financial burden for the educational program on the district. The district might be able to continue FAPE and LRE within the district, but the district is not allowed participation in the placement decision of the student.)</p> <p>Provide county-wide consortium of transitional services (career counseling, job sampling, job coaching, career education/guidance, etc.)</p> <p>Clearly define school-sponsored related services and place limits on these services so districts can provide equal services and no one district could provide unreasonable services that would limit mediation and due process as well.</p> <p>Regulate the requirements for insurance companies to provide related services for specific disabilities (i.e. autism - ABA & speech, communication impaired - speech, emotionally disturbed - counseling, Orthopedically impaired - Occupational Therapy and Physical Therapy, etc.).</p>
North	E. K-12 / 0-1800	DE	State Agency Placements	
Central	C. K-8 / 401-750	DE	State testing	There are many changes in state regulations that could control special education costs, but one that really has an impact is state testing.
North	G. K-12 / 3501 +	I	Supplementary aids and services	Clarification and more specific use of supplementary aids and services.
Central	G. K-12 / 3501 +	J	Supplementary aids and services	Option to increase the group size of an aided in-class program of supplementary instruction, particularly in the last few months of a school year through a simplified waiver process.
North	A. K-6	GH	Timelines for evaluation	Change all CST timelines from calendar days to school days, including summer.
South	F. K-12 / 1801-3500	FG	Timelines for Reevals	Reduction from 90-60 days for re-evaluations.;
South	D. K-8 / 751 +	CD	Timelines for Reevals	The 90 to 60 day re-evaluation mandate may require the hiring of additional diagnostic teams. This is particularly hard when there is a shortage of LDs and Speech therapists in the state.
Central	C. K-8 / 401-750	J	Timelines for Reevals	Reinstate 90 days for completing re-evaluations.
Central	G. K-12 / 3501 +	I	Timelines for Reevals	There is a need to lengthen the sixty-day timeline for re-evaluations.
Central	D. K-8 / 751 +	I	Timelines for Reevals	The time lines for CST (60 days from 90) will add to costs - more meetings. For example, we used to do planning for re-evaluations at an earlier time.
North	E. K-12 / 0-1800	GH	Timelines for Reevals	The change in re-evaluations to 60 days needs to be returned to 90 days. Decrease of paperwork could provide for more efficient use of CST time. Reducing the number of personnel required to attend meetings would be cost-effective.

Central	G. K-12 / 3501 +	DE	Timelines for Reevals	The second change should be to go back to the 90 day timeline for student reevaluations. This is creating another huge problem for this district, trying to comply with increased mandates without additional funding. We have tried to hire consultants to come in to test students for their reevaluations because of the increased burden in places on our child study team members.
North	C. K-8 / 401-750	CD	Training on regulations	Clarification of the code to help both the district and the parents understand their rights. Additional trainings at all level including paraprofessionals, related service providers, CST members, general ed and special ed teachers.
South	H. 7-12 / 9-12	DE	Transition	Transitional services need to be provided to our students through a district partnership with NJDVR and DDD as well as local colleges and other service providers so that our students can have effective transitional plans that do not end once they graduate. Currently the costs of some services are prohibitive and others are either minimally available or funding and/or staff from those agencies are limited.
Central	G. K-12 / 3501 +	I	Transition	A collaborative approach is necessary by several agencies to ensure services and bring down costs.
North	C. K-8 / 401-750	GH	Transportation	Assistance with transportation funding for out-of-district pupils.
North	B. K-8 / 0-400	B	Transportation	Changes in state regulations related to transportation, the types of related services districts are required to provide (e.g., providing recreational programs) would assist districts without compromising program quality or availability.
North	G. K-12 / 3501 +	A	Transportation	CAP transportation costs.
Central	G. K-12 / 3501 +	J	Transportation	The very high transportation costs of out-of-district placements.
Central	C. K-8 / 401-750	FG	Transportation	Transportation costs have become out-of-control, although this is not an area addressed by state regs.
North	B. K-8 / 0-400	A	Transportation	Lessen the restrictions/regulations regarding transportation to cut costs in this area.
South	C. K-8 / 401-750	CD	Transportation	More options concerning contracting transportation services for out-of-district students.
Central	G. K-12 / 3501 +	I	Transportation	Regulations regarding transportation bidding should be reviewed to permit more flexibility and creativity in regard to this service.
Central	E. K-12 / 0-1800	A	Transportation	Transportation costs could possibly increase if we are transporting children to other districts for more appropriate programs. We are making every attempt to keep the students functioning in district but these students require added services to keep them in district due to their behaviors. With the possibility of budget cuts this will become more impossible.
Central	C. K-8 / 401-750	DE	Transportation	Include transportation as an extraordinary cost.
Central	H. 7-12 / 9-12	DE	Transportation	Transportation costs continue to climb with no caps.
Central	H. 7-12 / 9-12	GH	Transportation	Need to include transportation as part of extraordinary aid
North	F. K-12 / 1801-3500	DE	Unfunded mandates	The district is very concerned that mandated programs/services, etc. are not funded. The cost of educating very disabled students is prohibitive. The regulations regarding budget caps

				and use of surplus make it very difficult to provide appropriate services.
North	D. K-8 / 751 +	I	Unilateral placements	Reducing the ease of unilateral placements and high cost to the district to show that the district provided FAPE to the student.
North	G. K-12 / 3501 +	GH	Unilateral placements	Advocacy for district on unilateral placements.
South	H. 7-12 / 9-12	DE	Vocational	Vocational education services must be made available for younger students who have the aptitude and talent to work with their hands, but have experienced failure in the classroom for years. Full time programs for special needs students are critically needed.
Central	H. 7-12 / 9-12	FG	Vocational	In-house voc. programs would lessen reliance on out-of-district placements.