



## **New Jersey Department of Education Special Education Monitoring**

### **Section I: General Provisions**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of policies and procedures and dissemination of IDEA information.

An additional area of need was identified during the on-site visit regarding professional/parent development.

#### **Areas of Need:**

**Professional/Parent Development** – During the on-site visit, interviews indicated that the staff and parents need more training on the Pupil Assistance Committee (PAC) process and the in-class support (ICS) model.

- **The district will revise its improvement plan to include procedures to ensure that staff development and parent training in the specified areas are provided. The plan must include a mechanism to determine the effectiveness of the training.**

### **Section II: Free, Appropriate Public Education (FAPE)**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of length of school year/day and certification.

During the self-assessment process, the district identified a concern with extended school year. The district has not submitted an improvement plan to address this issue. The district needs to submit an improvement plan that includes procedures, in-service training and an administrative oversight component to bring about the required changes. The district further identified concerns in the areas of related services, speech and counseling goals and objectives, transfer students and facilities. The district has developed an improvement plan that is sufficient to address these areas of need.

No additional area of need was identified during the on-site monitoring visit.

### **Section III: Procedural Safeguards**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the area of native language.

During the self-assessment process, the district identified concerns in the areas of surrogate parents, consent, notices of meetings, written notice, meetings and independent evaluations. The district's improvement plan is sufficient to address these areas of need.

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No additional area of need was identified during the on-site monitoring visit.

### **Section IV: Location, Referral and Identification**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of direct referrals and summer referrals.

During the self-assessment process, the district identified concerns in the areas of Child Find, pre-referral intervention, referral process, and identification meeting timelines. The district's improvement plan is sufficient to address these areas of need. The district further identified concerns in the areas of health summaries and vision/hearing screenings. The district did not submit an improvement plan to address these areas of need. The district needs to submit an improvement plan that includes procedures and an administrative oversight component to bring about the required changes.

An additional area of need was identified during the on-site visit, regarding identification meeting participants for students eligible for speech and language services.

#### **Areas of Need:**

**Identification Meeting Participants** – During the on-site visit, a review of records indicated that general education teachers inconsistently attend identification meetings for students eligible for speech and language services.

- **The district will revise its improvement plan to include procedures to ensure required staff members attend identification meetings. The plan must include an administrative oversight component to ensure implementation of the procedures.**

### **Section V: Protection in Evaluation and Evaluation Procedures**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of standardized assessments and bilingual evaluations.

During the self-assessment process, the district identified concerns regarding functional assessment, written reports and acceptance or rejection of reports. The district's improvement plan is sufficient to address these areas of need.

Additional areas of need were identified during the on-site visit regarding multi-disciplinary evaluations and documentation of eligibility in speech and language reports.

#### **Areas of Need:**

**Multidisciplinary Evaluations** – During the on-site visit, a review of records indicated that teacher input indicating the educational impact of the speech problem is not included in speech reports.

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- **The district will revise its improvement plan to include procedures to ensure speech reports include a statement by the teacher of the educational impact of the speech problem. The plan must include an administrative oversight component to ensure implementation of the procedures.**

**Written Reports** – During the on-site visit, a review of records indicated that speech/language therapists are including eligibility statements in their written reports. Additionally, it was determined that speech assessments are not signed and dated.

- **The district will revise its improvement plan to include procedures to ensure eligibility statements are not included in written reports developed by speech/language specialist. The plan must also include a mechanism to ensure assessment reports are signed and dated. The plan must further include in-service training and an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

### ***Section VI:   Reevaluation***

#### **Summary of Finding:**

During the self-assessment process, the district identified concerns in the areas of timelines, planning meetings, participants at reevaluation planning meeting, and turning age five. The district's improvement plan is sufficient to address these areas of need.

No additional area of need was identified during the on-site monitoring visit.

### ***Section VII:   Eligibility***

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of meetings, criteria, and documentation of eligibility.

During the self-assessment process the district identified a concern in the area of participants. The district has developed an improvement plan that is insufficient to address this area of need because it lacks in-service training to ensure the compliant implementation of the procedures. The district needs to revise its improvement plan to include this component.

An additional area of need was identified during the on-site visit regarding the provision of evaluation reports to parents ten days prior to the meeting.

#### **Areas of Need:**

**Copy of Evaluation Reports to Parents** – During the on-site visit a review of records indicated that copies of the evaluation reports are not provided to parents within the required timeline.

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- **The district must revise its improvement plan to include a procedure to ensure that copies of evaluation reports are given to parents as per N.J.A.C.6A-14-3.5(a). The plan must include an administrative oversight component to ensure implementation of the procedures.**

### **Section VIII: Individualized Education Plan (IEP)**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the area of considerations/required statements.

During the self-assessment process, the district identified concerns in the areas of participants, implementation dates and annual review timelines/ninety-day timelines. The district's improvement plan is sufficient to address these areas of concern. The district further identified concerns in the areas of alignment of goals and objectives to the core curriculum content standards (CCCS) and teacher access to and knowledge of the IEP. The improvement plan is insufficient to address these areas because it lacks procedures, in-service training and an administrative oversight component to bring about the required changes. The plan needs to be revised to include these elements.

No additional area of need was identified during the on-site monitoring visit.

### **Section IX: Least Restrictive Environment (LRE)**

#### **Summary of Findings:**

During the self-assessment process, the district identified concerns in the areas of individualized decision-making, *Oberti* factors, considerations/documentation, use of supplemental aids and services, general education access, nonacademic/extracurricular participation and continuum. The district's improvement plan is sufficient to address these areas of need.

No additional area of need was identified during the on-site monitoring visit.

### **Section X: Transition – Transition to Preschool**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the area of preschool transition planning conference.

During the self-assessment process, the district identified a concern in the area of early intervention to preschool by age three. The improvement plan is insufficient to address this area of need because it lacks an in-service training component to ensure compliant implementation of the procedures. The plan needs to be revised to include this component.

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**Section X: Transition – Transition from School to Post-School**

**Summary of Findings:**

During the self-assessment process, the district identified concerns in the areas of student/agency invitation, agency involvement, age fourteen transition services, courses, preferences/interest and needed transition services at age sixteen. The district's improvement plan is sufficient to address these areas of need.

No additional area of need was identified during the on-site monitoring visit.

**Section XI: Discipline**

**Summary of Findings:**

During the self-assessment process, the district identified concerns in the areas of procedures, documentation to case manager, behavioral intervention plans/functional behavioral assessment, manifestation determinations, suspension tracking, and interim alternative educational setting (IAES). The district's improvement plan is sufficient to address these areas of need.

No additional area of need was identified during the on-site monitoring visit.

**Section XIII: Graduation**

**Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of choice of diploma and participation.

During the self-assessment process, the district identified concerns in the area of IEP requirements. The district's improvement plan is sufficient to address this area of need.

No additional area of need was identified during the on-site monitoring visit.

**Section XIV: Programs and Services**

**Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of age range waivers, group sizes for speech, and home instruction approvals.

During the self-assessment process, the district identified a concern in the area of collaboration time. The district's improvement plan is sufficient to address this area of need.

An additional area of need was identified during the on-site visit regarding group sizes for speech therapy.

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### **Areas of Need:**

**Group Sizes for Speech Therapy** – During the on-site, a review of records indicated that speech group sizes exceeded five.

- **The district will revise its improvement plan to include procedures to ensure that group sizes for speech therapy do not exceed five. The plan must include an administrative oversight component to ensure implementation of the procedures.**

### **Section XV: Student Records**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of maintenance and destruction of records.

During the self-assessment process, the district identified concerns in the areas of parent/adult student access to records and access sheets. The district's improvement plan is sufficient to address these areas of need.

An additional area of need was identified during the on-site regarding documentation of other locations.

#### **Areas of Need:**

**Documentation of Other Locations** – During the on-site visit, it was determined that central files do not identify the location of other records maintained by the district.

- **The district will revise its improvement plan to include procedures to ensure that central files identify the location of other records maintained by the district.**

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## **Summary**

On-site special education monitoring was conducted in the Englewood City School District on June 10 and 11, 2002. The purpose of the monitoring visit was to verify the district's report of findings resulting from their self-assessment and to review the district's improvement plan. The district is commended for the exceptionally comprehensive review conducted during the self-assessment process. As a result of this review the district was able to identify nearly all areas of need and develop an improvement plan that with some revision, will be sufficient to bring about systemic change.

At a focus group meeting held prior to the monitoring visit, the three parents in attendance expressed their satisfaction with many of the district's programs and services. Many of the concerns raised by the parents during the focus group meeting had already been identified by the district during the self-assessment process.

Areas identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit included dissemination of IDEA information, length of school year/day, certification, native language, direct referrals (parent/staff), summer referrals, standardized assessments, bilingual evaluations, eligibility meetings, criteria, documentation of eligibility, considerations/required statements, preschool transition planning conference, statewide assessment, diploma, graduation participation, age-range/waivers, home instruction and maintenance and destruction of student records.

During the self-assessment process, the district identified areas of need regarding extended school year, provision of related services, transfer students, facilities, surrogate parents, obtaining consent, notices of meetings, written notice, holding of meetings, and independent evaluations, Child Find 3-21, pre-referral interventions, referral process, vision and hearing screenings, health summaries, participants and timelines for identification meeting, functional assessments, written reports, acceptance/rejection of reports, reevaluation process, eligibility participants, IEP participants, alignment of goals and objective with core curriculum content standards, age of majority, implementation dates, annual review and ninety day timelines, teacher knowledge/access, individualized decision making, Oberti factors, considerations and documentation, supplementary aids and services, general education access, nonacademic/extracurricular participation, continuum, early intervention to preschool disabled by age three, post school transition, discipline procedures, graduation IEP requirements, collaboration time, parent/adult-student access and access sheets.

The on-site visit identified additional areas of need within the various standards regarding professional/parent development, identification meeting participants, multidisciplinary evaluations, written reports, copies of evaluation reports to parents, group sizes for speech therapy, and documentation of other locations.

Within forty-five days of receipt of the monitoring report, the Englewood City School District will revise and resubmit the improvement plan to the Office of Special Education Programs to address the areas of need identified during the on-site visit and those areas that require revisions to the improvement plan.