

New Jersey Department of Education Special Education Monitoring

Areas not Reviewed

The age 16 IEP statement of needed transition services, identification of post-secondary liaison, activities, annual goals and benchmarks related to the student's desired outcomes and written notice of graduation were areas not reviewed by the NJDOE because the district does not serve a population of students for whom these requirements apply.

Sections Demonstrating Compliance with All Standards

The self-assessment process required the district to review implementation of federal and state regulations categorized into 15 sections. Within each section, a number of areas were reviewed. The onsite monitoring visit involved verification that the sections and areas identified as compliant by the district in their self-assessment were compliant with regulations. These sections were identified by the district during self-assessment and the NJDOE during the monitoring process as compliant:

- Eligibility
- Discipline
- Individualized Education Program (IEP)
- Statewide Assessments
- Transition to Preschool
- Programs and Services

Areas Demonstrating Compliance

The following areas, within the 15 sections reviewed, were identified by the district's self-assessment committee and by the NJDOE as compliant. These areas were reviewed for students eligible for special education and related services (ESERS) and students eligible for speech and language services (ESLS). Areas compliant for only one group of students are noted.

Section	Areas Demonstrating Compliance
Free, Appropriate Public Education (FAPE)	<ul style="list-style-type: none"> • Oversight of individualized education program (IEP) implementation • Extended school year • Provision of programs • Transfer procedures
Procedural Safeguards	<ul style="list-style-type: none"> • Consent • Implementation without undue delay • Content of notice of meeting (ESLS) • Provision of notice of a meeting • Meetings • Provision of written notice • Interpreters at meetings • Independent evaluations
Location, Referral and Identification (LRI)	<ul style="list-style-type: none"> • Child Find Ages 3-21 • Referral process • Pre-referral interventions (ESLS) • Direct referrals

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Section	Areas Demonstrating Compliance
	<ul style="list-style-type: none"> • Identification meeting timelines • Identification meeting participants
Evaluation	<ul style="list-style-type: none"> • Multi-disciplinary evaluations • Educational impact statement (ESLS) • Standardized assessments • Functional assessments (ESERS) • Bilingual evaluations • Written reports prepared by evaluators
Reevaluation	<ul style="list-style-type: none"> • Reevaluation when change of eligibility is considered • Timelines (ESERS) • Planning meeting participants (ESERS) • Reevaluations prior to age 5 • Procedures when parental consent cannot be obtained • Documentation of efforts to obtain parental consent
Least Restrictive Environment (LRE)	<ul style="list-style-type: none"> • Documentation of LRE decisions • Opportunity for all students with disabilities to access all general education programs • Continuum of programs • Placement decisions based on students' individual needs
Transition to Adult Life	<ul style="list-style-type: none"> • Beginning at age 14, IEP statement of transition service needs • Student and agency invitation to IEP meetings
Graduation	<ul style="list-style-type: none"> • IEP requirements

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Areas of Noncompliance – Improvement Plan Review

The following areas were identified by the district's self-assessment committee as noncompliant. The NJDOE compliance review indicated that the district has implemented improvement activities and has demonstrated compliance in these areas.

Section	Area	Compliance Review
General Provisions	<ul style="list-style-type: none"> ▪ Parent training – The district indicated the need for parent training in the areas of early childhood development and special education topics. 	The district has demonstrated compliance in this area.
Free, Appropriate Public Education	<ul style="list-style-type: none"> ▪ Provision of related services – Counseling goals and objectives are not documented in the IEP for students receiving special education and related services. 	The district has demonstrated compliance in this area.
Procedural Safeguards	<ul style="list-style-type: none"> ▪ Notice in native language - The district does not have notices of meetings in languages other than English. 	The district has demonstrated compliance in this area.
Location, Referral and Identification	<ul style="list-style-type: none"> ▪ Health summary – The district lacked knowledge that a health summary was required to be completed and submitted to the child study for review at the identification meeting. 	The district has demonstrated compliance in this area.
Evaluation	<ul style="list-style-type: none"> ▪ Functional Assessments (ESLS) - Written reports prepared for students eligible for speech and language services do not consistently document a review of interventions. 	The district has demonstrated compliance in this area.
Reevaluation	<ul style="list-style-type: none"> ▪ Timelines and planning meeting participants (ESLS) – The district did not maintain a data base to track three year timelines for students receiving speech and language services. Additionally, the speech and language therapist was not aware of the requirement to determine eligibility every three years for students receiving speech and language services. 	The district has demonstrated compliance in this area.
Least Restrictive Environment	<ul style="list-style-type: none"> ▪ Notification of and participation in non-academic and extracurricular activities for students educated outside of the district – The district lacked a formal procedure to ensure students placed in out-of-district programs were invited to participate in extra curricular and non-academic activities conducted by the district. 	The district has demonstrated compliance in this area.

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Section	Area	Compliance Review
Graduation	<ul style="list-style-type: none"> ▪ Out-of-district student participation -- The district lacked a procedure to invite students placed in out-of – district programs to the 8th grade graduation ceremony. 	The district has demonstrated compliance in this area.

Additional Areas of Need

The following areas were originally identified by the district’s self-assessment committee as compliant, but were found to be noncompliant by the NJDOE during the onsite monitoring. Subsequent to the onsite monitoring, the district provided documentation in all of the **Additional Areas of Need**, verifying that the district had implemented improvement activities that resulted in corrective action. As a result, no further corrective action is required.

Section	Area	Documentation Review
Procedural Safeguards	<ul style="list-style-type: none"> ▪ Content of notice of meeting (ESERS) – Notice of the IEP meeting does not consistently identify the development of a statement of transition service needs as a purpose of a meeting for students age fourteen and older. ▪ Content of written notice – Parents are not consistently provided with a copy of the of due process hearing rules with written notice of the identification meeting. ▪ Content of written notice- Written notice does not consistently include a copy of the short procedural safeguard statement. 	<ul style="list-style-type: none"> ▪ The district demonstrated compliance in these areas.
Location, Referral and Identification	<ul style="list-style-type: none"> ▪ Pre-referral interventions (ESERS) – Pre-referral intervention plans, timelines and the effectiveness of the interventions in the general education classroom are not consistently documented. ▪ Vision and hearing screenings – Vision and hearing screenings are not consistently conducted prior to the identification meeting for students receiving special education and related services. 	<ul style="list-style-type: none"> ▪ The district demonstrated compliance in these areas.

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Summary

Onsite special education monitoring was conducted in the Hainesport School District on January 25 and February 7, 2006. 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 acknowledged for the comprehensive review conducted during the self-assessment process. The district is further acknowledged for the many areas determined by the district and verified by the OSEP as compliant with federal and state statutes and regulations.

In December 2005, the district reported a classification rate of 18.0% (115 of 639 enrolled students). The district also reported that 55% of students with disabilities (57 students) were educated in general education settings for more than 80% of the time. This rate was higher than the state rate of 42% for that year. An additional 35% (36 students) were educated with their nondisabled peers between 40% and 80% of the time. The district also reported that 100% (12 of 12 students) of preschool students with disabilities were educated in general education early childhood settings.

During interviews conducted with parents by telephone, many parents expressed their satisfaction with the district's programs and services and staff. Parents indicated that communication with case managers and teachers was good. Parents also indicated that programs were developed to meet the individual needs of their children and that programs began promptly. Parents praised the inclusive preschool program and the gains experienced by their children.

Standards identified as consistently compliant by the district during self-assessment and verified during the onsite monitoring visit included

- Eligibility
- Individualized Education Program (IEP)
- Transition to Preschool
- Discipline
- Statewide Assessments
- Programs and Services

Areas identified as consistently compliant by the district during self-assessment and verified during the onsite monitoring visit include:

- Oversight of individualized education program (IEP) implementation
- Extended school year
- Provision of programs
- Transfer procedures
- Consent
- Implementation without undue delay
- Provision of notice of a meeting
- Content of notice of a meeting (ESLS)
- Meetings
- Provision of written notice
- Interpreters at meeting
- Independent evaluations
- Child find ages 3-21
- Referral process
- Pre-referral interventions (ESLS)
- Direct referrals
- Identification meeting timelines
- Identification meeting participants
- Multi-disciplinary evaluations
- Educational impact statement (ESLS)
- Standardized assessments
- Functional assessments (ESERS)
- Bilingual evaluations
- Written reports prepared by evaluators
- Reevaluation when change of eligibility is considered
- Reevaluation timelines (ESERS)
- Planning meeting participants (ESRS)
- Reevaluations prior to age 5
- Procedures when parental consent cannot be obtained

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- Documentation of efforts to obtain parental consent
- Documentation of LRE decisions
- Opportunity for all students with disabilities to access all general education programs
- Continuum of programs
- Placement decisions based on students' individual needs

Areas of need originally identified by the district but determined to have been corrected prior to the onsite monitoring visit by the NJDOE include:

- Parent training
- Provision of related services
- Notices in native language
- Health summaries
- Functional assessments (ESLS)
- Reevaluation timelines (ESLS)
- Reevaluation planning meeting participants (ESLS)
- Notification of and participation in non-academic and extracurricular activities for students educated outside of the district
- Out-of-district participation in graduation ceremonies.

The onsite visit identified additional areas of need within the various standards, regarding:

- Content of notice of meeting (ESERS)
- Content of written notice
- Pre-referral interventions (ESERS)
- Vision and hearing screenings

It was determined that the district corrected all areas of need identified during the self-assessment process, and those identified during the onsite monitoring visit, and established administrative oversight activities to ensure ongoing compliance. As a result, it was determined that the Hainesport School District has demonstrated compliance in all areas.