

New Jersey Department of Education Special Education Monitoring

District: Kittatiny Regional School District

County: Sussex

Monitoring Dates: April 6, 2006

Monitoring Team: Michelle Fenwick

Background Information:

During the 2004-2005 school year, the Kittatiny Regional School District conducted a self-assessment of policies, procedures, programs, services and student outcomes. This self-assessment component of the monitoring process provided the Kittatiny Regional School District with an opportunity to evaluate strengths and areas of need with regard to:

- The provision of a free, appropriate public education (FAPE) for students with disabilities in the least restrictive environment;
- The protection of procedural safeguards for students and their families;
- The development and implementation of policies and procedures resulting in procedural compliance; and,
- The organization and delivery of programs and services resulting in positive student outcomes.

The self-assessment was designed to identify areas of strength, promising practices, areas that need improvement and areas that may be noncompliant with state and federal requirements. The Kittatiny Regional School District developed an improvement plan to address identified areas of need.

The Office of Special Education Programs (OSEP) conducted an on-site monitoring to verify the self-assessment findings, to assess the appropriateness of the improvement plan and to determine the progress in implementing the plan.

During the on-site visit, the New Jersey Department of Education monitoring team reviewed district documents, including district policies and procedures, student count information, master student lists, class lists, schedules of students, teachers, related service personnel, and other relevant information. A representative sample of student records and parent intake information was also reviewed. Interviews were conducted with the district's special education administrators, building principals, general education and special education teachers, speech-language specialists and child study team members.

Data Summary:

A review of the district's placement data (ages 6-21) for the 2005-2006 school year indicates that 66% (94 out of 142) of students with disabilities were educated in general education programs for more than 80% of the school day and 25% (35 out of 142) of students with disabilities were educated in general education programs between 40% and 80% of the school day. Additionally, the district's classification rate for the 2005-2006 school year was 11.26% which is lower than the state rate of 14.9% for that year.

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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 on-site 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:

- General Provisions
- Procedural Safeguards
- Location, Referral, Identification
- Evaluation
- Reevaluation
- Eligibility
- Individualized Education Program (IEP)
- Least Restrictive Environment (LRE)
- Transition to Adult Life
- Discipline
- Statewide Assessments
- Graduation
- Programs & Services

Section Not Reviewed

The district is not responsible for providing services to preschool age students. Therefore, the section regarding ***Pre-School Transition*** was not reviewed.

Areas Demonstrating Compliance

The following areas were identified by the district’s self-assessment committee and by the Department of Education 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).

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 • Provision of related services

Area of Noncompliance – Improvement Plan Review

The area regarding **Transfer Students** was identified by the district’s self-assessment committee as noncompliant. It was determined by OSEP that the district has successfully implemented improvement activities prior to the on-site monitoring and is considered to be compliant.

No additional areas of need were identified during the on-site monitoring.

New Jersey Department of Education Special Education Monitoring Summary

On-site special education monitoring was conducted in the Kittatiny Regional School District on April 6, 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.

A review of the district's placement data (ages 6-21) for the 2005-2006 school year indicates that 66% (94 out of 142) of students with disabilities were educated in general education programs for more than 80% of the school day and 25% (35 out of 142) of students with disabilities were educated in general education programs between 40% and 80% of the school day. Additionally, the district's classification rate for the 2005-2006 school year was 11.26% which is lower than the state rate of 14.9% for that year.

During interviews conducted with parents by phone, many parents expressed their satisfaction with the district's programs and services and staff.

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

- General Provisions
- Procedural Safeguards
- Location, Referral, Identification
- Evaluation
- Reevaluation
- Eligibility
- Individualized Education Program
- Least Restrictive Environment (LRE)
- Transition to Adult Life
- Discipline
- Statewide Assessments
- Graduation
- Programs & Services

Areas identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit included:

- Oversight of individualized education program (IEP) implementation
- Extended school year
- Provision of programs
- Provision of related services

Area identified by the district as non-compliant:

The area regarding transfer students was identified by the district's self-assessment committee as noncompliant. It was determined by OSEP that the district has successfully implemented improvement activities prior to the on-site monitoring to correct his area.

No additional areas of need were identified during the monitoring process. The district demonstrated compliance in all areas reviewed as part of the monitoring process.