

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

District: Mountain Lakes School District

County: Morris

Monitoring Dates: October 30-November 1, 2000

Monitoring Team: Jane A. Marano and Barbara J. Tucker

Background Information

During the 1999-2000 school year, the Mountain Lakes School District conducted a self-assessment of policies, procedures, programs, services, and student outcomes. As the first step in the self-assessment process, the district held public focus group meetings on January 18 and March 28, 2000, for the parents and staff of the Mountain Lakes District. A steering committee comprised of administrators, educators, school board members, and parents was established to review all information collected in order to evaluate it for the purpose of completing the district's self assessment.

The self-assessment included the collection of data and information from various sources within the district to determine if the district's practices regarding the provision of special education programs and services meet federal and state requirements.

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. Based on the information collected by the district, a self-assessment document was developed citing strengths and areas of need. The Mountain Lakes School District developed an improvement plan to address the areas identified by the district as areas of need.

The Office of Special Education Programs conducted an on-site monitoring visit to verify the issues identified and address the appropriateness of the improvement plan and the progress made in implementing the plan.

The New Jersey Department of Education (NJDOE) held a focus group public meeting for parents and community members at the Wildwood School on October 3, 2000 prior to the on-site monitoring visit. Many of the concerns raised by the parents at this meeting were identified by the district during the self-assessment process and verified through on-site monitoring. In addition, information from previous monitoring activities was reviewed and helped to direct the focus of the monitoring visit.

During the on-site visit, NJDOE team reviewed district documentation including district policies and procedures, student count information, master student lists, class lists, schedules of students, teachers, and related service personnel, and other relevant information, including a representative sample of student records. Interviews were conducted with the district's director of student services, coordinator of special services, building principals and vice-principals, and child study team members, including the speech-language specialist. Input was also received from parents of students with disabilities. In addition, all of the district's school buildings were visited and representative samples of general and special education teachers from each school

were interviewed. District compliance with the requirements of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code for Special Education (N.J.A.C. 6A:14) was assessed. Systemic areas of need are identified in the findings below.

District Strengths

The district provides a unique “self-science” curriculum for all eighth graders. This curriculum has as its core, nine (9) aspects of emotional intelligence and is delivered in a variety of ways with goals in each of the nine areas that are completed by the student.

Another unique district program, “Learning in the Community” (LINC), integrates career development and service learning into the Mountain Lakes High School curriculum through a “hands on” approach. As its acronym implies, “Learning in the Community” links students, faculty and community together in a program that highlights service, experience and reflection. Through LINC, students learn to enhance their inter-personal, academic, technical and employable skills; skills that will allow them to enter society as productive members. The goal of the LINC program is to prepare students for post-secondary education, careers and community service.

Sections Demonstrating Compliance in All Standards

Statewide Assessment and Graduation Requirements were determined to be areas of compliance by the district during self-assessment and by the Office of Special Education Programs during the on-site visit.

Statement of Findings

Section I: General Provisions

Summary of Findings:

The Mountain Lakes Board of Education ensures that it provides publicly funded educational programs and services to students with disabilities in accordance with federal and state regulations. The district recently revised their policies to reflect changes since the adoption of N.J.A.C. 6A:14. The district has revised its special education procedures and has forwarded them to the county office for review and approval.

The district makes available to parents of students with disabilities and to the general public all documents relating to the eligibility of the district under Part B of the IDEA.

In the self-assessment document, the district identified ongoing staff development (regular education and special education teaching staff) needs in the areas of behavioral interventions and instructional strategies. Parents identified the need for regular education teachers to receive training. This was confirmed by on-site monitoring activities.

Area of Need:

Staff Development - The self-assessment document indicated the need for regular and special education teacher to receive training in the areas of behavioral intervention and instructional strategies. Parents identified the need for regular education teachers to receive training in implementing the IEP. On-site monitoring reinforced the need for staff development for regular education teachers in the area of instructional strategies to support students with disabilities in regular education classes.

- The district needs to revise their improvement plan to include more specific activities for training regular education teachers who provide instructional services to students with disabilities. The plan should include a mechanism to identify anticipated outcomes of the training activities and the manner in which the district will determine the effectiveness of the training.

Section II. Free, Appropriate Public Education

Summary of Findings:

The district provides special education and related services to students with disabilities age 3-21. These services are provided at public expense, under public supervision, and with no charge to the parent, by appropriately certified staff, and are located in facilities that are accessible to the disabled. The district contracts through MOCESCOM for occupational therapy. The length of the school day and the academic year for students with disabilities is at least as long as that established for non-disabled students.

The district identified in the self-assessment document issues regarding students placed in out-of-district programs; occupational therapy personnel; and the provision of services to transfer students.

Additionally, although the district identified the provision of extended school year as compliant, during the on-site monitoring, a problem was noted with the consideration of extended school year.

Areas of Need:

Extended School Year - Interviews and record review indicated that the district does not consistently make individual determinations for students with disabilities regarding the need for an extended school year program.

- The district is directed to revise its improvement plan to include a procedure that ensures ESY programs are considered and discussed for all students with disabilities and that those considerations are appropriately documented in each IEP.

Monitoring of Programs and Services - The district has identified in the self-assessment document the need to increase the frequency of monitoring of educational programs and related services to students in out-of-district placements to ensure the quality.

- The district has developed an improvement plan that is sufficient to address this issue.

Accessing Nonacademic and Extra-curricular Services and Activities - The district has identified in the self-assessment document the need to provide access to the full range of extra curricular activities offered by the district to students in out-of-district placements.

- The district has developed an improvement plan that is sufficient to address this issue.

Provision of Occupational Therapy - The district has identified in the self-assessment document the need to improve consistency of the personnel providing occupational therapy services.

- The district has developed an improvement plan that is sufficient to address this issue.

Transfer Students - The district has identified in the self-assessment document the need to complete any evaluations and develop or revise the IEP without delay when the student records from the previous district are incomplete or unavailable.

- The district has developed an improvement plan that is sufficient to address this issue.

Section III: Procedural Safeguards

Summary of Findings:

The district has policies and procedures to ensure that students with disabilities and their parents are afforded procedural safeguards. The district accurately assessed compliance in the areas of surrogate parents, consent, and independent evaluations.

During the self-assessment process, the district identified concerns with the notification of transfer of rights at the age of majority, notification of the purpose of a meeting for students age 14, and timelines.

Additional areas of need were identified regarding notices of a meeting, and written notice, during the on-site monitoring.

Areas of Need:

Transfer of Rights – The district identified in its self-assessment document concerns with notification of transfer of rights at the age of majority. The district doesn't document, in the IEP or by separate notice, that parents and students have been informed, at least three years before the student reaches the age of 18, that all rights will transfer to the student on reaching the age of majority (unless parent has established guardianship). The district's improvement plan does not sufficiently address this issue.

- The district is directed to revise their improvement plan to ensure that at least three years before the student reaches the age of 18, the parents and student are notified that all rights will transfer to the student on reaching the age of majority (unless parent has established guardianship).

Notice of a Meeting – The district identified concerns with the components of notice of a meeting for students age 14. The notice of a meeting for students beginning at the age 14 (or younger if appropriate) does not indicate that the school will invite the student to attend the meeting. The district’s improvement plan sufficiently addresses this issue. However, during on-site monitoring, it was additionally noted that notice of an IEP meeting does not include the statement of the parent’s right to invite another person(s) who is knowledgeable about the student to attend the meeting.

- The district is directed to revise its improvement plan to ensure that notice of a meeting, for a meeting other than the initial identification meeting, informs the parents (or adult students) that individuals who have knowledge or special expertise may be invited to the IEP meeting at their discretion.

Written Notice – The district provides written notice prior to any proposal or refusal to initiate or change the identification, classification, evaluation, educational placement of the student or the provision of a free, appropriate, public education to the student. However, the written notice does not include a description of any options the district considered and the reason why those options were rejected, a description of any other factors that are relevant to the proposal or refusal, or the Short Procedural Safeguards Statement provided by DOE.

- The district is directed to revise its improvement plan to ensure that written notice includes a description of any options the district considered and the reason why those options were rejected, a description of any other factors that are relevant to the proposal or refusal, and the Short Procedural Safeguards Statement provided by DOE. It is recommended the district adopts the forms developed by OSEP.

Timelines – The district has indicated that identification meetings are not consistently held within 20 calendar days of the district’s receipt of the written request. Also, the district has identified that notice of an evaluation plan is not consistently provided within 15 days to the parents (or adult student). The district has developed an improvement plan but the plan does not sufficiently address the issue.

- The district is directed to revise its improvement plan to ensure when an identification meeting is required, the meeting is conducted and a determination made within 20 calendar days, excluding school holidays but not summer vacation and written notice is provided to parents (or adult student) within 15 calendar days of the meeting.

Section IV. Location, Referral and Identification

Summary of Findings:

The district accurately identified compliance with the provision of interventions in general education programs to alleviate the student's educational deficits.

During the self-assessment process, the district identified concerns with the referral process from PAC, PAC documentation, Child Find activities, timelines, and involvement of the school nurse in preschool identification meetings.

Additional areas of need were identified during the on-site monitoring regarding the referral process for parental requests and summer referrals.

Areas of Need:

Referral Process – The district identified the need to develop procedures to ensure that PAC committees throughout the district uniformly address student referrals. However, interviews with child study teams and parents indicated that all written referrals from parents are forwarded to the director of student services for initial consideration. He then telephones the parent and instructs them to first go through the PAC process. Record reviews confirmed there is no procedure in place to allow direct referrals when such a referral is requested by parents.

- The district is directed to revise its improvement plan to ensure parents have the opportunity to request an initial evaluation from the child study team and to participate in an identification meeting to determine whether an evaluation is warranted.

Pre-Referral Intervention – The district has identified the need to improve PAC documentation of the provision and effectiveness of interventions in the general education setting.

- The district has developed an improvement plan that will sufficiently address this issue.

Child Find – The district had identified the need to improve child find activities to identify potentially disabled preschool students. The district's improvement plan does not sufficiently address this issue. More specific information is needed regarding child find activities for the preschool population.

- The district is directed to revise its improvement plan to include more specific child find activities for the preschool age population.

Timelines – The district had identified the need to consistently conduct identification meetings within 20 days of receipt of referral and to provide written notice within 15 days of conducting the meeting. On-site monitoring indicated that identification meetings are not being conducted for summer referrals. (Corrective action for this issue is addressed in Section III – Procedural Safeguards.)

Identification Meeting Participants – The district had identified the need to have the school nurse participate in preschool identification meetings to review and summarize available health and medical information.

- The district is directed to revise its improvement plan to ensure that the school nurse reviews and summarizes available health and medical information and transmits the summary to the child study team prior to the identification meeting.

Section V. Protection in Evaluation and Evaluation Procedures

Summary of Findings:

The district accurately identified compliance with the provision of evaluation procedures which are technically sound, are neither culturally nor racially discriminatory, are administered by trained personnel, and evaluate all areas of suspected disability. Written reports prepared by the child study team contain the required components, and are consistently signed by the individual(s) who conduct the evaluation.

During the self-assessment process, the district identified concerns with the administration of tests and their intended purpose and meeting the 90-day timelines.

Areas of Need:

Testing of Students with Sensory, Manual, or Communication Impairments –

During the self-assessment process, the district identified problems with the administration of tests when a student has sensory, manual, or communication impairments. The district's improvement plan doesn't sufficiently address this issue.

- The district is directed to revise its improvement plan to ensure that when tests are administered to a student with sensory, manual, or communication impairments, the results accurately reflect the ability which that procedure purports to measure, rather than the impairment, unless that is the intended purpose of the testing.

Timelines – The district does not consistently meet the 90-day timeline because of delays in obtaining outside specialty reports.

- The district has developed an improvement plan that will sufficiently address this issue.

Section VI. Reevaluation

Summary of Findings:

The district ensures that by June 30 of the students last year in a program for preschool students with disabilities, a reevaluation is conducted and, if the student continues to be a student with a disability, the student is classified according to N.J.A.C.6A:14. The IEP team meets to review existing data to decide if additional information is needed to make a determination. Notices of meeting and written notices are provided and consent is obtained prior to conducting any additional assessments. The district accurately assessed these areas during the self-assessment process.

During the self-assessment process, the district identified areas of need pertaining to meeting the three-year timeline for reevaluation.

Area of Need:

Reevaluation is Completed within Three Years of Classification or Sooner, if Warrant - The district does not consistently conduct reevaluations within 3 years of classification or sooner, if warranted, because of delays in obtaining assessments conducted by specialists. The district's improvement plan sufficiently addresses this issue.

- The district has developed an improvement plan that will sufficiently address this issue.

Section VII. Eligibility

Summary of Findings:

The district ensures that a student is determined eligible and classified "eligible for special education programs and related services" when the student has one or more of the disabilities defined in N.J.A.C. 6A:14-3.5 (c) 1 through 13, the disability adversely affects the student's educational performance, and the student is in need of special education programs and related services. The district also ensures that students are determined eligible and classified "eligible for speech-language services" when the student has a speech-language disorder that adversely affects classroom performance and the student requires only speech-language services.

The district identified in the self-assessment document the need to clarify for parents the nature of the eligibility categories and the manner in which they may apply to a student's disability.

During the on-site monitoring visit, an additional area of need was identified regarding documentation of the provision of copies of child study team and/or speech-language evaluations to parents.

Areas of Need:

Explanation of Eligibility Categories for Parents -The district has identified in the self-assessment the need to help parents understand the nature of the disability categories and the way in which they apply to a student's disability.

- The district has developed an improvement plan has developed an improvement plan that will sufficiently address this issue.

Documentation of copies of evaluation reports to parents - Information obtained through record review indicated the district does not document that copies of child study team and/or speech-language evaluation reports are provided to parents.

- The district has developed an improvement plan has developed an improvement plan that will sufficiently address this issue.

Section VIII. IEP

Summary of Findings:

The district ensures that the appropriate team members conduct an IEP meeting to develop, review and if necessary, revise the IEP for those students determined eligible for special education and related services and for students determined eligible for speech-language services. The district's IEPs include goals and objectives that are aligned with the Core Curriculum Content Standards are reviewed at least annually.

The district identified several areas of need in their self-assessment document regarding the need to have a district representative attend all IEP meetings; secure placements and implementation of IEPs for preschoolers; in-service both regular and special education staff; determine the availability of assistive technology; consider regular education inclusion; and address behavioral strategies.

During the on-site monitoring visit, additional areas of need were identified regarding missing components of the IEP for students classified eligible for speech-language services and the provision of a "draft" copy of the IEP to parents.

Areas of Need:

District representatives at IEP meetings - The self assessment document indicated the district's need to ensure that a district representative is identified, is in attendance at all IEP meetings and is authorized to make decisions and commit district resources.

- The district has developed an improvement plan that sufficiently addresses this issue.

Draft IEPs - Interviews with staff and discussions with parents during the public focus group indicated that the district provides "draft" IEPs to parents several days prior to a scheduled IEP meeting. Though it is a good idea to provide parents with a document to review prior to a meeting, parents must be fully informed that this document is not completed and is, in fact, opened to discussion.

- The district is directed to revise its improvement plan to ensure parents are made fully aware of the fact that the IEP presented to them prior to the meeting is a draft IEP that is open to discussion and revision at the meeting.

Securing placements and implementing IEPs for preschoolers - The self-assessment document has identified the district's need to implement IEPs for identified preschoolers prior to the child's third birthday and for preschoolers not identified at least 90-days prior to their third birthday.

- The district has developed an improvement plan that sufficiently addresses this issue.

In-service for both regular and special education staff - The self-assessment document has identified the district's need to train both regular and special education

teachers in understanding the IEP and its implications and its use, including accommodations/modifications, in the regular education program.

- The district has developed an improvement plan that sufficiently addresses this issue.

Availability of Assistive Technology - The self-assessment document has identified the district's need to examine the range of assistive technology that will be included in the student's IEP as appropriate.

- The district has developed an improvement plan that sufficiently addresses this issue.

Behavioral strategies - The self-assessment document has identified the district's need to address behavioral strategies at each IEP meeting, when appropriate.

- The district has developed an improvement plan that sufficiently addresses this issue.

Missing IEP components - A review of speech-language records indicated that IEPs for students classified eligible for speech-language services were missing the following components and consideration:

- Modifications and supplemental aides and services in the regular education classroom;
- Modifications and extracurricular and nonacademic activities;
- Supports for school personnel;
- Participation in district and State Assessment program;
- Extended school year;
- Statement of transition services related to communication skills beginning at age 14, if appropriate; and the
- Short Procedural Safeguards Statement.

- The district will revise its IEP to include the required components. It is recommended that the district begin utilizing the state model Speech IEP.

Behavioral Intervention Plans - The district has identified in the self-assessment document the need to consistently include behavioral intervention plans in the IEPs of all students who require such plans.

- The district has developed an improvement plan that sufficiently addresses this issue.

Section IX. Least Restrictive Environment

Summary of Findings:

The district ensures that the placement of students with disabilities is determined at least annually, and that the placement is based on the student's IEP. The district also ensures that students, K-12 with disabilities, are educated to the extent appropriate, with

their non-disabled peers. Notices regarding district activities are sent to those students who are currently educated in out-of-district placements.

The district identified the consideration of inclusion in regular education programs and community-based preschools options as areas of need in the self-assessment.

Areas of Need:

Consideration of regular education inclusion - The self-assessment document has identified the district's need to consider placing students with disabilities in the regular education classroom with appropriate supports and services as the first placement consideration.

- The district has developed an improvement plan that sufficiently addresses this issue.

Documentation of Preschool Considerations - The district identified in the self-assessment document the need to consider the possibility of placement in inclusive settings for all preschoolers.

- The district has developed an improvement plan that sufficiently addresses this issue.

Section X. Transition

A. Transition to Preschool

Summary of Findings:

The district identified an area of need in their self-assessment document regarding EIP transition procedures.

Preschool Transition Planning Conference - The self-assessment document indicated the district's need to ensure that students transitioning from early intervention to preschool are provided with continuity through a smooth transition.

- The district must revise its plan to include the participation of child study team members at transition planning conferences arranged by the Department of Health and Senior Services. Additionally, it is recommended that the district develop procedures that will document contact with Special Child Health Services.

B. Transition from School to Post School

Summary of Findings:

The district board of education has in place transition software as part of the IEP program. This has been reviewed by the state and will be revised. The district's child study team has attended several transition workshops.

The district identified in the self-assessment document the need to have: transition plans in place prior to age 14 and a service plan in place prior to age 16; the need to encourage and prepare older students for attendance at IEP meetings when transition is discussed; improve linkages with appropriate state agencies; interest testing at the middle school; a transition curriculum; families be made aware of the issues surrounding a student's reaching the age of majority.

During the on-site monitoring additional areas of need were identified regarding the documentation that state agencies are invited to attend IEP meetings.

Areas of Need:

Transition Service Needs - The self-assessment document indicated the district's need to ensure that transition plans are in place for students with disabilities prior to age 14 or younger, if appropriate.

- The district must revise its improvement plan to ensure it includes a component to address the student's course of study and technical consultation from the Division of Rehabilitation if appropriate.

Needed Transition Services - The self-assessment document indicated the district's need to ensure that needed transition services are in place for students with disabilities prior to age 16.

- The district must revise its improvement plan to ensure that IEPs meet the requirements for the statement of needed transition services, including:
 - Instruction
 - Related Services
 - Community Services
 - Employment and other post-school adult living objectives; and –If appropriate, acquisition of daily living skills and functional vocational evaluation

The IEP must also include where appropriate, a statement of the interagency responsibilities or any needed linkages.

Linkages with State Agencies - The self-assessment document indicated the district's need to ensure that linkages with state agencies are improved.

- The district has developed an improvement plan to ensure that linkages with state agencies are improved. However, the district must revise its improvement plan to include written documentation in each student's file as appropriate.

Interest Testing - The self-assessment document indicated the district's need to ensure that interests testing is conducted at the middle school to assist the district in transition planning for students approaching their 14th birthday, or younger if appropriate.

- The district has developed an improvement plan to ensure that interests testing is conducted at the middle school to assist the district in transition planning for students approaching their 14th birthday, or younger if appropriate. However, the district must revise its improvement plan to ensure

that the student's interests and preferences are documented in the IEP, with an explanation of how these determinations are made.

Transition Curriculum - The self-assessment document indicated the district's need to ensure the development of a transition curriculum to address vocational interests, self-advocacy, educational planning and laws applicable for adults with disabilities.

- The district has developed an improvement plan that is sufficient to address this issue.

Legal Issues - The self-assessment document indicated the district's need to ensure that families are aware of such issues as guardianship, estate planning and other legal issues surrounding students reaching age of majority.

- The district has developed an improvement plan that is sufficient to address this issue.

Notice of the IEP Meeting - Record reviews indicated that notices of meetings were not provided to agencies that would be likely to provide transition services.

- The district will revise its improvement plan to ensure that the notice of a meeting is provided to agencies likely to provide transition services if the purpose of the meeting is to consider transition.

Student attendance at IEP meetings where transition is discussed- The self-assessment document indicated the need for the district to encourage and prepare their high school students for attendance at IEP meetings.

- The district has developed an improvement plan that will sufficiently address this issue.

Section XI: Discipline

Summary of Findings:

The district board of education ensures that appropriate disciplinary measures are implemented for all students with disabilities when disciplinary action is required. The district has not excluded any student with a disability for more than 10 days. A procedure is in place for the Child Study Team to be advised when any student is suspended from school. The consequences for the misbehavior of disabled students are no greater than those applied to non-disabled students.

The district has identified in the self-assessment document the need to provide written notification to the case manager and the need to inform parents of their rights when the parent disagrees with the program being provided in an interim alternative placement.

During the on-site monitoring visit an additional area of need was identified regarding behavior plans not being developed for students with known behavior concerns.

Area of Need:

Notification to Case Manager - The district has identified in the self-assessment document the need to notify the case manager when a student is suspended.

- The district has developed an improvement plan that is sufficient to address this issue.

Parental Rights - The district has identified in the self-assessment document the need to inform parents of their rights when the parent disagrees with the program that will be provided in an interim alternative placement.

- The district has developed an improvement plan that is sufficient to address this issue.

Section XIV. Programs and Services

Summary of Findings:

Interviews with the coordinator, parents and staff indicated that programs for disabled students are provided in accordance with code, specifically, class size, teacher certification and transportation. All child study team members are employees of the Mt. Lakes Board of Education.

The district identified class descriptions of their team teaching model, curricula, and personnel needs for in-class support and home instruction, as areas of need in the self-assessment.

During the on-site monitoring visit, an additional area of need was identified regarding approvals for home instruction.

Areas of Need:

Description of Team Teaching - The self-assessment document indicated the district has not provided a description of their Team Teaching model to the county office.

- The district has ensured a description will be provided to the county office.

Self-Contained/Resource Room Curriculum - The self-assessment document indicated the need for the district to update their self-contained and resource room curriculum.

- The district must revise its plan to ensure that these curricula are aligned with the Core Curriculum Content Standards.

Personnel Needs for In-Class Support - The district has identified the need to evaluate personnel needs that relate to supporting students in the regular education classroom.

- The district has developed an improvement plan that is sufficient to address this issue.

Home Instruction - Interviews and record review indicated that the district does not consistently seek approval from the county office for home instruction.

- The district will revise its improvement plan to ensure county office approval is obtained prior to implementing a program of home instruction.

Section XV. Student Records

Summary of Findings:

The district has met its responsibility to ensure that records are collected, maintained, secured and accessed in accordance with state and federal regulations.

The district identified destruction of records as an area of need in the self-assessment document. However, additional areas of need were identified during the on-site monitoring regarding missing access sheets and the location of other files.

Areas of Need:

Destruction of Records - Although an interview with the director indicated that the district currently destroys the records of students who have graduated more than five (5) years ago, the self-assessment document indicated the district needs to purge those records.

- The district has developed an improvement plan that is sufficient to address this issue.

Missing Access Sheets - A review of records indicated that access sheets were missing in some student records.

- The district is directed to revise its improvement plan to ensure that access sheets are available in all student records.

Location of Other Files - A review of central files indicated that the location of other files/records, such as medical, discipline and child study team records was not identified.

- The district is directed to revise its improvement plan to ensure that central files indicate the location of additional files.

Summary

An on-site special education monitoring was conducted in the Mountain Lakes School District on October 30 through November 1, 2000. The purpose of the monitoring was to verify the district's report of findings resulting from the self-assessment, to review the district's improvement plan, and to assist the district in developing and revising its improvement plan. As a result of the thorough and comprehensive review conducted by the district during the self-assessment process, the district was able to self-identify most areas that require improvement.

At the focus group meeting held prior to the visit, parents expressed their satisfaction with many of the district's programs and services; they also expressed their concern with staff training, preschool services by age 3, draft IEPs, and the referral process. Many of the concerns raised by the parents were identified by the district during the self-assessment process and verified through on-site monitoring.

The on-site visit determined that the district provides special education and related services to students with disabilities; obtains consent as required; provides independent evaluations; provides interventions in general education programs; has technically sound evaluation procedures; conducts reevaluations for preschool students by June 30; conducts annual reviews; ensures that all students have the opportunity to participate in statewide assessments; and maintains and secures pupil records.

The self-assessment document identified areas of need within the standards pertaining to staff development, related services, transfer students, age of majority, child find activities, referral process, timelines, participants at IEP meetings, nonacademic and extracurricular participation, transition, discipline procedures, and destruction of records.

In addition to the areas of need self-identified by the district, the on-site monitoring identified needs within the standards pertaining to consideration of extended year, notices of a meeting, written notice, direct referral from parents, parental receipt of evaluation reports, IEP missing components, draft copy of IEP, transition meeting invitation, behavior plans, request for county office approval of home instruction, and pupil records.

Within forty-five (45) days of receipt of this monitoring report, the district will revise and submit its improvement plan to the Office of Special Education Programs.