

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

District: Roosevelt School District

County: Monmouth

Monitoring Dates: November 22, 2005

Monitoring Team: Patricia Fair and Cheryl Merical

Background Information:

During the 2004-2005 school year, the Roosevelt School District conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Roosevelt 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 Roosevelt 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 (NJDOE) 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 was also reviewed. Interviews were conducted with the district's special education administrators, building principals, general education and special education teachers, speech therapists and child study team members.

Data Summary:

The Roosevelt School District's total student population is 74 of which 6 are classified eligible for special education and related services. All students with disabilities are in the general education setting for more than 80% of the school day.

Sections Demonstrating Compliance with All Standards

These sections were identified by the district during self-assessment and the (NJDOE) during the monitoring process as compliant: **Reevaluation, Eligibility, Least Restrictive Environment, Transition to Preschool, Discipline, Statewide Assessments and Programs and Services.**

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Areas Demonstrating Compliance

The following areas were identified by the district's self-assessment committee and by the Department of Education as compliant.

Section	Areas Demonstrating Compliance
Free, Appropriate Public Education (FAPE)	<ul style="list-style-type: none"> ▪ Oversight of Individualized Education Program (IEP) implementation ▪ Provision of programs ▪ Provision of related services ▪ Transfer procedures
Procedural Safeguards– For students who may be eligible for speech and language services (ESLS) or eligible for special education and related services (ESERS)	<ul style="list-style-type: none"> ▪ Consent ▪ Implementation without undue delay ▪ Provision of notice of a meeting ▪ Content of notice of a meeting ▪ Meetings ▪ Provision of written notice ▪ Content of written notice ▪ Interpreters at meeting ▪ Independent evaluations
Location, Referral and Identification (LRI) - For students who may be ESLS or ESERS	<ul style="list-style-type: none"> ▪ Referral process ▪ Pre-referral interventions ▪ Direct Referrals ▪ Identification meetings timelines
Evaluation- For students who may be ESLS or ESERS	<ul style="list-style-type: none"> ▪ Educational impact statement (ESLS) ▪ Standardized Assessments ▪ Functional assessments ▪ Bilingual evaluations ▪ Written reports prepared by evaluators
Individualized Education Program (IEP) - For students who may be ESLS or ESERS	<ul style="list-style-type: none"> ▪ Meeting participants ▪ Implementation dates ▪ IEP provided to parent prior to implementation ▪ Meetings held annually, or more often if necessary, to review and/or revise the IEP ▪ Annual reviews completed by June 30 ▪ 90 day timelines
Graduation	<ul style="list-style-type: none"> ▪ IEP requirements ▪ Out-of-district student participation ▪ Written notice of graduation

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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 district must revise the improvement plan for any area where there is an ‘X’ in the ‘Needs Revision’ column.

Section	Area	Improvement Plan Review		
		Sufficient	Needs Revision	Implemented and the district has demonstrated compliance
General Provisions	<ul style="list-style-type: none"> ▪ Parent Training – parents surveyed reported they have not participated in training regarding special education. 	X		
FAPE	<ul style="list-style-type: none"> ▪ Extended school year (ESY) determination –ESY is considered for every student however it is not consistently documented. The districts improvement plan is insufficient to address this issue because timelines identified for completion of these activities have not been met. The district needs to identify new timelines and implement the identified activities by those newly identified dates. 		X	
Procedural Safeguards	<ul style="list-style-type: none"> ▪ Notices in Native Language – The district does not provide notice of a meeting and written notice in native language. 			X
LRI	<ul style="list-style-type: none"> ▪ Child Find 3-21 – The district’s child find procedures do not include homeless and migrant families. 	X		
IEP	<ul style="list-style-type: none"> • IEP required considerations and components – The district does not document all required consideration and components. • Teachers informed of their responsibilities (knowledge of and / or access to IEPs). Teachers are not aware of their responsibilities for implementing IEPs. 	X X		

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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 New Jersey Department of Education during the on-site monitoring.

Section	Area	Activity
LRI	<p>Health Summary and Vision and Hearing Screenings – The district does not consistently complete health summary and vision and hearing screenings prior to the identification meeting for students referred for special education and related services.</p> <p>Identification Meeting Participants – The district does not have the full child study team at the identification meetings.</p>	<p>The district is directed to revise the improvement plan to include activities to ensure that a health summary and vision and hearing screenings are conducted prior to the identification meeting. This will ensure that information is available to determine the need for an evaluation and if needed the assessments that will be conducted. These activities must include procedures, in-service training and oversight to ensure consistent implementation of the plan.</p> <p>The district is directed to revise the improvement plan to include activities to ensure that the full child study team consisting of school psychologist, learning disabilities teacher consultant, school social worker and parent are in attendance at the identification meeting. This will ensure that that all appropriate team members are part of the decision making process when determining the need for assessments. These activities must include procedures, in-service training and oversight to ensure consistent implementation of the plan.</p>
Evaluation	<p>Multi-Disciplinary Evaluations - For students eligible for special education and related services the district does not conduct the minimum required number of child study team assessments. The district is considering the speech and language assessment as one of the two minimum required assessments when in fact it is only considered a child study team assessment when the suspected disability is a communication disorder.</p>	<p>The district is directed to revise the improvement plan to ensure that multi-disciplinary evaluations are conducted. This will ensure that all appropriate educational information and assessments are available to appropriately determine if a student is eligible for special education and related services. These activities must include procedures, in-service training and oversight activities to ensure consistent implementation of the plan.</p>

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Summary

On-site special education monitoring was conducted in the Roosevelt School District on November 22, 2004. 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 comprehensive review conducted during the self-assessment process. As a result of that review, the district was able to identify nearly all areas of need and develop an improvement plan that will bring about systemic change. The district is further commended for the many areas determined by the district and verified by the Office of Special Education Programs as compliant with federal and state statutes and regulations.

The Roosevelt School District's total student population is 74 of which 6 are classified eligible for special education and related services. The district is commended for its inclusive practices which have resulted in all students with disabilities are educated in the regular education setting for more than 80% of the school day.

Standards identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit included reevaluation, eligibility, least restrictive environment, transition to preschool, discipline, statewide assessment and programs and services.

Areas identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit included oversight of IEP implementation, provision of programs, provision of related services, transfer procedures, consent, implementation without undue delay, provision of notice of a meeting, content of notice of a meeting, meetings, provision of written notice, content of written notice, interpreter at meetings, independent evaluation, referral process, pre-referral interventions, direct referrals, identification meeting timelines, educational impact statement, standardized assessments, functional assessments, bilingual evaluations, written reports prepared by evaluators, meeting participants, implementation dates, IEP provided to parents prior to implementation, meetings held annually, or more often if necessary, to review and/or revise the IEP, annual review completed by June 30 and 90 day timelines.

An area of need originally identified by the district but determined to have been corrected prior to the on-site monitoring visit by the NJDOE is notices in native language.

During the self-assessment process, the district identified areas of need regarding parent training, extended school year, child find ages 3-21, IEP required considerations and components and teachers informed of their responsibilities.

The on-site visit identified additional areas of need within the various standards, regarding health summary and vision and hearing, identification meeting participants and multi-disciplinary evaluations.

Within 45 days of receipt of the monitoring report, the Roosevelt School District will revise and resubmit the improvement plan to the Office of Special Education Programs to address those areas that require revisions.