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with their nondisabled peers. The program has seventh grade students volunteering to read and discuss stories with their age level peers who are placed in the district's moderate Language and Learning disabilities class.

The district is further commended for the **MAN Incorporated** program in which the district solicits adult male volunteers from the community to act as mentors and role models for students.

Data Summary:

The Roselle Borough School District is aware that its classification rate of 18.9% is significantly above the state average of 13.4%. In an effort to continue to address the concern, the district has indicated that it is committed to on-going staff development regarding pre-referral interventions, the referral process and transfer student procedures. The district's average of 30.4% of special needs student being educated in the general education setting for at least 80% of the school day lags considerably behind the state average of 41.6% in this area. Review of the self-assessment document indicated that the district developed improvement plans regarding the consideration of supplementary aids and services and the continuum of programs to address this area.

Areas Demonstrating Compliance With All Standards:

General Provisions, 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.

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of frequency, duration and location of related services, IEP documentation of goals/objectives for related services, length of school day/year, transfer student procedures, facilities and certifications.

During the self-assessment process, the district identified concerns in the areas of provision of programs and provision of speech and language services. 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 extended school year services.

Area(s) of Need:

Extended School Year Services – During a site visit it was determined through a review of records and interviews with staff that the district only offers extended school year services for more severely disabled student or those students placed in out-of-district placements. Additionally, the district does not appropriately document the regression/recoupment criteria that were applied or a description of the extended school year program in the IEP.

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- **The district will revise the improvement plan to include an activity to ensure that extended school year services are considered for all classified students and provided when appropriate and that it appropriately documents this decision-making process and the program description in the IEP. The implementation of this activity will ensure that all classified students who require this service receive it and that any issues related to regression and recoupment are addressed. The improvement plan must include an administrative oversight component to ensure the consistent implementation of the activity.**

Section III: Procedural Safeguards

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of consent, content and provision of notices of meetings and written notice, interpreters at meetings and independent evaluations.

During the self-assessment process, the district identified concerns in the areas of surrogate parents and notices in native language. Although the district initially identified this as an area of need, the district was able to demonstrate that it has already begun to appropriately implement specific activities to bring about correction in these areas.

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

Section IV: Location, Referral and Identification

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of child find activities, referral process, direct referrals from parents/staff, pre-referral interventions, health summaries and identification meeting timelines/participants.

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

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

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, written reports signed/dated and bilingual evaluations and acceptance/rejection of evaluation reports.

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During the self-assessment process, the district identified concerns in the areas of multi-disciplinary evaluations and functional assessments. The district's improvement plan is sufficient to address these areas of need.

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

Section VI: Reevaluation

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of planning meetings/participants and reevaluations completed by June 30th of students' last year in preschool.

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

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

Section VII: Eligibility

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of eligibility meetings and participants and criteria for specific learning disability (SLD).

During the self-assessment process, the district identified concerns in the areas of statement of eligibility for specific learning disability (SLD) and copies of evaluation reports to parents 10 days prior to IEP meetings. Although the district initially identified these as areas of need, the district was able to demonstrate that it has already begun to appropriately implement specific activities to bring about correction in these areas.

During the self-assessment process, the district identified a concern in the area of signature of agreement/disagreement with a rationale for the disagreement. The district's improvement plan is sufficient to address this area of need.

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

Section VIII: Individualized Education Program (IEP)

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of IEP meetings and participants and age of majority.

During the self-assessment process, the district identified a concern in the area of teacher access and responsibility. Although the district initially identified this as an area

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of need, the district was able to demonstrate that it has already begun to appropriately implement specific activities to bring about correction in this area.

During the self-assessment process, the district identified concerns in the areas of considerations/required statements in IEPs, goals and objectives aligned with the Core Curriculum Content Standards, statements of Present Levels of Educational Performance (PLEPs), implementation dates, annual review timelines, IEPs to parents/adult students, 90-day timelines and input from secondary staff at elementary transition IEP meetings. The district's improvement plan is sufficient to address these areas of need.

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

Section VIII: Least Restrictive Environment (LRE)

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of the decision-making process, regular education access for in-district students and notification/participation of out-of-district students in nonacademic and extracurricular activities.

During the self-assessment process, the district identified concerns in the areas of documentation of Least Restrictive Environment (LRE), consideration of supplementary aids and services and continuum of programs and services. The district's improvement plan is sufficient to address these areas of need.

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

Section X: Transition to Post-School

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of statements of Transition Services Needs and Needed Transition Services, preferences/interests surveys/assessments and student/agency invitation.

During the self-assessment process, the district identified a concern in the area of monitoring of the implementation of transition services provided by out-of-district placements. The district's improvement plan is sufficient to address this area of need.

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

Section X: Transition to Preschool

Summary of Findings:

During the self-assessment process, the district identified concerns in the areas of preschool transition planning conferences and early intervention program to preschool

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disabilities program by age three. The district's improvement plan is sufficient to address these areas of need.

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

Section XI: Discipline

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of suspension tracking, interim alternative educational settings, 45-day return and procedural safeguards for potentially disabled students.

During the self-assessment process, the district identified a concern in the area of manifestation determination meetings. Although the district initially identified this as area of need, the district was able to demonstrate that it has already begun to appropriately implement specific activities to bring about correction in this area.

During the self-assessment process, the district identified concerns in the areas of documentation to case manager, functional behavior assessment, behavior intervention plans, short-term removals and submission of student records to authorities. The district's improvement plan is sufficient to address these areas of need.

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

Section XIV: Programs and Services

Summary of Findings:

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

During the self-assessment process, the district identified concerns in the areas consultation time and class description. The district's improvement plan is sufficient to address these areas of need.

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

Section XV: Student Records

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of access/requests for records, access sheets and maintenance and destruction of records.

An area of need was identified during the on-site visit regarding documentation of student records in other locations.

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Area(s) of Need:

Documentation of Student Records in Other Locations – During a site visit it was determined through a review of records that the district does not consistently identify the location of other student records in the central files.

- **The district will revise the improvement plan to include an activity to ensure that the central files document the location of other student records maintained by the district. The implementation of this activity will ensure that parents and/or adult students are made aware of the location of other records maintained by the district.**

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Summary

On-site special education monitoring was conducted in the Roselle Borough School District on May 6, 2004 and May 13, 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 Roselle Borough School District is commended for the exceptionally comprehensive review conducted during the self-assessment process. As a result of their review, the district was able to identify nearly all areas of need and develop an improvement plan that with some revision is sufficient to bring about systemic change. The district is further commended for the prompt implementation of the improvement plan activities to address some of the areas of need identified during the self-assessment process and verified by the Office of Special Education Programs as compliant with federal and state statutes and regulations.

Through an expressed commitment to on-going staff development regarding pre-referral interventions, the referral process and transfer student procedures, the Roselle Borough School District has shown a continued effort to address concerns regarding the district's high classification rate. The district is also commended for developing an improvement plan regarding the consideration of supplementary aids and services and the continuum of programs to increase the percentage of special needs students being educated in the general education setting for at least 80% of the school day.

General Provisions, Statewide Assessment and Graduation Requirements were areas determined to be compliant with all of the standards.

Approximately 10 parents, child study team members and administrators attended a focus group meeting held on May 13, 2004. Phone interviews were also conducted on May 19, 2004, with approximately 10 additional parents. Throughout this process, many parents expressed their satisfaction with the district's special education programs and services. The district involves parents in the decision-making process by providing notices of meetings in a timely manner and holding meetings at a mutually convenient time. Parents reported that child study team members welcome parental input and develop IEPs that address student needs. Additionally, it was also reported that parents and students are actively involved in the development of transition services. A parent expressed a concern regarding the provision of speech services; however, the district has developed an improvement plan to sufficiently address this concern. Parents stated that preschool students have programs in place by age three and have shown tremendous progress in these programs. Finally, parents praised the district administrators for their support of special education programs and students.

Areas identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit included frequency, duration and location of related services, IEP documentation of goals/objectives for related services, length of school day/year, transfer student procedures, facilities, certifications, consent, content and provision of notices of meetings and written notice, interpreters at meetings, independent evaluations, child find activities, referral process, direct referrals from parents/staff, pre-referral interventions, health summaries, identification meeting timelines/participants, standardized assessments, written reports signed/dated and bilingual evaluations, acceptance/rejection of evaluation reports, planning meetings/participants, reevaluations completed by June 30th of students' last year in preschool, eligibility meetings and participants, criteria for specific learning disability (SLD), IEP meetings/participants, age of majority, decision-making process, regular

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education access for in-district students, notification/participation of out-of-district students in nonacademic and extracurricular activities, statements of Transition Services Needs and Needed Transition Services, preferences/interests surveys/assessments, student/agency invitation, suspension tracking, interim alternative educational settings, 45-day return, procedural safeguards for potentially disabled students, class size/waivers, age range/waivers, group sizes for speech therapy, home instruction, access/requests for records, access sheets and maintenance and destruction of records.

During the self-assessment process, the district identified areas of need regarding provision of programs, provision of speech and language services, surrogate parents, notices in native language, vision/hearing screenings, of multi-disciplinary evaluations, functional assessments, three-year reevaluation timelines, statement of eligibility for specific learning disability (SLD), copies of evaluation reports to parents 10 days prior to IEP meetings, signature of agreement/disagreement with a rationale, teacher access and responsibility, considerations/required statements in IEPs, goals and objectives aligned with the Core Curriculum Content Standards, statements of Present Levels of Educational Performance (PLEPs), implementation dates, annual review timelines, IEPs to parents/adult students, 90-day timelines, input from secondary staff at elementary transition IEP meetings, documentation of Least Restrictive Environment (LRE), consideration of supplementary aides and services, continuum of programs and services, monitoring of the implementation of transition services provided by out-of-district placements, preschool transition planning conferences, early intervention program to preschool disabilities program by age three, manifestation determination meetings, documentation to case manager, functional behavior assessment, behavior intervention plans, short-term removals, submission of student record to authorities, consultation time and class description.

The on-site visit identified additional areas of need within the various standards regarding extended school year services and documentation of student records in other locations.

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