

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

District: Scotch Plains -Fanwood School District

County: Union

Monitoring Dates: June 8, 2004

Monitoring Team: Vanessa Leonard, Nicole Buten

Background Information:

During the 2002–2003 school year, the Scotch Plains-Fanwood School District conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Scotch Plains-Fanwood School District with an opportunity to evaluate its 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 Scotch Plains-Fanwood 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.

As the first step in the on-site monitoring process, the New Jersey Department of Education (NJDOE) held a focus group meeting for parents and community members at the Scotch Plains-Fanwood School District on May 10, 2004. Information obtained from that meeting was used to direct the focus of the monitoring visit.

During the on-site visit, the NJDOE team reviewed district documents, including district policies and procedures, student count information, master student lists, class lists, speech logs, schedules of students, teachers, related service personnel, and other relevant information, including a representative sample of student records. Interviews were conducted with the district's special education administrators, special education teachers and child study team members.

District Strengths:

The district is commended for the **Creative Summer Workshop**. The Creative Summer Workshop provides students K-12 with an opportunity to select from an extensive and varied selection of academic, musical, remedial and enrichment experiences during the summer months.

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At the Park Middle School, the district provides the **Perfect 7** program. Perfect 7 is a special character education activity that works to build group identity and unity among students. All seventh graders are provided with an opportunity to participate in the programs team-building activities.

Data Summary:

For the past three years, the Scotch Plains-Fanwood School District's classification rate has been only slightly lower than the state average. Although the district has identified a need to improve their pre-referral process in order to reduce the number of classified students, they have not developed a sufficient improvement plan to address this area. Furthermore, over the last three years, increasingly fewer students ages 6-21 have been placed in general education settings with their nondisabled peers. In an effort to reverse this trend, the district will provide in-service training to child study team members regarding the decision-making process. The data provided by the district indicated that the placement of students ages 3-5 into integrated settings for the 2003-2004 school year is 18.3% greater than the state average. The district is commended for the changes in the decision-making process for these students. The district is further commended for successfully achieving a graduation rate of 100% for classified students for three consecutive years. Additionally, district data for the 2002-2003 school year indicated that 60% of students who graduated went on to attend post secondary education.

Section I: General Provisions

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of policies/procedures, parent training and dissemination of IDEA information.

During the self-assessment process, the district identified a concern in the areas of staff training. The district's improvement plan is insufficient to address this area of need. **The district's improvement plan must be revised to include a mechanism to determine the effectiveness of the training. This activity will ensure the district has a cohesive plan of professional development that is based on identified staff needs and is clearly connected to the provision of educational programs in the district.**

No additional areas of need were identified 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 provision of programs, frequency/location/duration, length of school day/year, facilities and certifications.

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

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Additionally, the district identified a concern in the area of adaptive physical education. The district's improvement plan is insufficient to address this area of need. **The district's improvement plan must be revised to include an appropriate administrative oversight component to ensure the consistent implementation of the activities. This activity will ensure that the district provides appropriate educational programs, but also that students requiring adaptive physical education are identified and provided with adaptive physical education as required by their IEPs.**

The district identified a concern in the area of transfer student procedures. The district's improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include an appropriate administrative oversight component to ensure the consistent implementation of the activities. This activity will ensure that services are provided for students who transfer from another school district without undue delay**

The district also identified a concern regarding insufficient staff for related services. The district's improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include a mechanism to obtain the staff needed to provide the required level of services. The inclusion of this element will ensure that district has sufficient staff to provide the required IEP services for students with disabilities.**

An additional area of need was identified during the on-site visit regarding extended school year.

Area of Need:

Extended School Year - During the on-site visit, a review of records and interviews with staff indicated that extended school year is not consistently considered at IEP meetings of all students.

- **The district will revise its improvement plan to include activities to ensure extended school year is discussed at IEP meetings for all students. The plan must include an administrative oversight component to ensure implementation of the activities. The inclusion of this activity will result in the consideration of regression/recoupment issues for all students as well as assist the team in determining the need for extended school year programs. Additionally, when these services are warranted, the IEP will include a description of the program as well as beginning and ending dates.**

Section III: Procedural Safeguards

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of consent and independent evaluations.

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During the self assessment process, the district identified an area of concern regarding interpreters at meetings. The district failed to submit a plan to address this area of need. **The district will develop activities to ensure interpreters are present at meetings to assist parents who speak a language other than English, so that parents have the opportunity to participate in meetings in their native language.**

The district also identified notice of meetings and written notice in native language as an area of concern. The improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include a mechanism to determine the effectiveness of training and an administrative oversight mechanism. The inclusion of these elements will ensure that parents receive notice of meetings in their native language.**

Additionally, the district identified documentation of attempts to secure parental participation at a meeting as an area of concern. The district's improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include an administrative oversight mechanism to ensure the consistent implementation of the activities. The district will revise the improvement plan to include this activity to ensure that parents are provided with the opportunity to participate in the decision-making process during all required meetings.**

The district further identified concerns in the areas of surrogate parents, content/provision of written notices/notices of meetings and translation resources. **The district's improvement plan is insufficient to address this area of need because the district indicated they will utilize guidelines developed by NJAPSA but failed to provide the specific procedures for department review. The district must select procedures that will effectively address the barriers that were identified during the self-assessment process.**

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 direct parent referrals and identification meeting participants.

During the self-assessment process, the district identified a concern in the area of child find. The district's improvement plan is sufficient to address this area.

During the self-assessment process the district identified a concern in the area of pre-referral interventions. The district's improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include in-service training for general education staff regarding pre-referral interventions. This activity will ensure that supports and interventions in the general education setting are addressed to effectively identify students' educational difficulties.**

Additionally, the district identified concerns in the areas of health summaries, vision/hearing screenings and identification meeting timelines. **The district's improvement plan is insufficient to address this area of need because the district**

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indicated they will utilize guidelines developed by NJAPSA but failed to provide the specific procedures for department review. The district must select procedures that will effectively address the barriers that were identified during the self-assessment process.

An additional area of need was identified during the on-site visit regarding direct referrals from staff.

Area of Need:

Direct Referrals From Staff – During the on-site monitoring it was determined through interviews with the child study team and record review that staff members are not permitted to make direct referrals to the child study team. Instead, teacher referrals are handled through the Intervention and Referral Services Team.

- **The district will revise its improvement plan to ensure staff have the ability to directly refer a student to the child study team and participate in meetings when they believe the nature of the student’s problem is such that an evaluation is warranted without delay. At that meeting a decision may be made that an evaluation is not warranted and the student needs to be referred to the Intervention and Referral Services Team. The improvement plan must include a mechanism to establish criteria that identifies the type of documentation that would support a staff request for a direct referral. The plan must also include an administrative oversight component to ensure the consistent implementation of the activities.**

Section V: Protection in Evaluation and Evaluation Procedures

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of multi-disciplinary assessments for students eligible for special education/related services, standardized assessments and signed/written reports.

During the self-assessment process, the district identified a concern in the area of multi-disciplinary evaluations for students eligible for speech/language services. The district’s improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include an administrative oversight component to ensure speech therapists include an educational impact statement in their reports as part of the multi-disciplinary assessment for speech.**

Also during the self-assessment process, the district identified a concern in the area of bilingual evaluations. The district’s improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include an administrative oversight component to ensure that students who require a bilingual assessment are evaluated in their native language.**

The district also identified an area of concern regarding acceptance/rejection of reports. **The district’s improvement plan is insufficient to address this area of need because the district indicated they will utilize guidelines developed by NJAPSA but failed to provide the specific procedures for department review. The district**

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must select procedures that will effectively address the barriers that were identified during the self-assessment process.

An additional area of need was identified during the on-site visit regarding functional assessments for students eligible for speech and special education.

Areas of Need:

Functional Assessments - During the on-site monitoring it was determined that the child study team and the speech therapist do not consistently include the required components of a functional assessment in their evaluation reports.

- **The district will develop an improvement plan to include activities to ensure that child study team members and speech therapists include the required components of functional assessments in their reports. Implementation of these activities will ensure that evaluators include all assessments needed to make appropriate eligibility determinations and develop an appropriately written report as required by N.J.A.C. 6A:14-3.4(d)2. The plan must include an administrative oversight component to ensure the consistent implementation of activities.**

Section VI: Reevaluation

Summary of Finding:

During self-assessment the district accurately identified themselves compliant in the area of reevaluation planning meetings.

During the self-assessment process, the district identified a concern in the area of three year timelines. **The district's improvement plan is insufficient to address this area of need because the district indicated they will utilize guidelines developed by NJAPSA but failed to provide the specific procedures for department review. The district must select procedures that will effectively address the barriers that were identified during the self-assessment process.**

Additional areas of need were identified during the on-site visit regarding reevaluation planning meeting participants and reevaluations completed by June 30th of a students' last year in preschool.

Area(s) of Need:

Reevaluation Planning Meeting Participants – During the on-site monitoring and a review of records it was determined that general education teachers do not consistently participate in reevaluation planning meetings.

- **The district will revise its improvement plan to include activities to ensure a general education teacher attends meetings in which his or her participation is required. The plan must include an administrative oversight component to ensure implementation of the activities. The inclusion of this element will ensure that general education teachers are**

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among the participants included in the decision-making process during all required meetings.

Reevaluations Completed by June 30th of a Students' Last Year in Preschool – During the on-site monitoring it was determined through interviews with the child study team that reevaluations for preschool students are not completed by June 30th of the students last year in preschool.

- **The district will revise its improvement plan to include activities to ensure that students are reevaluated by June 30th of their last year in preschool. The inclusion of these activities will allow a sufficient amount of time to determine whether a student continues to be a student with a disability and to further ensure the student receives services in a timely manner.**

Section VII: Eligibility

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of eligibility meetings/participants, criteria, statement of eligibility for specific learning disability and the provision of a copy of evaluation reports to parents/adult students 10 days prior to meetings.

During the self-assessment process, the district identified a concern in the area of agreement/disagreement with the determination of eligibility. **The district's improvement plan is insufficient to address this area of need because the district indicated they will utilize guidelines developed by NJAPSA but failed to provide the specific procedures for department review. The district must select procedures that will effectively address the barriers that were identified during the self-assessment process.**

Section VIII: Individualized Education Program (IEP)

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of goals and objectives aligned with core curriculum content standards, implementation dates, IEPs to parents and teacher access to IEPs.

During the self-assessment process, the district identified a concern in the area of required statements/components for the transition section of the IEP. The district's improvement plan is insufficient to address this area of need. **Although the district has adopted the IEP format that has been developed by the New Jersey Department of Education, Office of Special Education Programs, the IEP team does not consistently complete each section of the IEP. The district will revise its improvement plan to include in-service training and an administrative oversight component to ensure the consistent implementation of the activities. The inclusion of these elements will ensure that the IEP team members have the opportunity to document the decision-making process that led to the proposed programs and services.**

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Additionally, the district identified a concern in the area of Present Levels of Educational Performance statements (PLEPs). The district's improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include an administrative oversight component to ensure that child study team members develop these statements using information obtained from classroom teachers. As a result, goals and objectives will be developed using information that specifies the student's strengths and weaknesses.**

Furthermore, the district identified a concern in the area of IEPs in effect at the beginning of the school year. The district's improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include an administrative oversight component to ensure that students have an IEP in effect at the beginning of each school year.**

Another concern was identified in the area of teacher responsibility. The district's improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include an administrative oversight component to ensure that teachers are aware of their responsibility for implementing students' IEPs. As a result, students will be afforded the opportunity to receive the maximum educational benefit from their instructional program.**

The district also identified a concern in the area of reconvening IEP meetings prior to a change in placement. The district's improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include in-service training and an administrative oversight component to ensure that all members of the IEP team are aware of any proposed changes to the IEP and that parents have the opportunity to agree or disagree with these proposed changes.**

Additionally, the district identified concerns in the areas of IEP participants, annual review timelines for preschool/school age students and 90 day timelines. **The district's improvement plan is insufficient to address this area of need because the district indicated they will utilize guidelines developed by NJAPSA but failed to provide the specific procedures for department review. The district must select procedures that will effectively address the barriers that were identified during the self-assessment process.**

An additional area of need was identified during the on-site visit regarding the area of age of majority.

Area(s) of Need:

Age of Majority - During the on-site monitoring, it was determined through a review of records that the district does not consistently inform parents and students that all rights will transfer to the student at the age of majority.

- **The district will revise its improvement plan to include activities to ensure that parents and students are informed three years prior to the student's eighteenth birthday that all rights will transfer when the student reaches that age. The inclusion of this element will ensure parents have the opportunity to prepare for the transfer of rights.**

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Section IX: Least Restrictive Environment (LRE)

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of supplementary aids and services, regular education access, notification/participation of nonacademic/extracurricular activities for out-of-district students and continuum of program options.

During the self-assessment process, the district identified a concern in the area of the decision-making process because decisions are based on program availability and not on the individual needs of students. The district's improvement plan is insufficient to address this area of need. **The district will revise its improvement plan to include activities, training and an administrative oversight component to ensure that students are receiving programs and services that address their individual educational needs and will provide them with the opportunity to achieve positive educational outcomes in the general education.**

An additional area of need was identified during the on-site visit regarding documentation of least restrictive environment.

Area of Need:

Documentation of Least Restrictive Environment - During the on-site monitoring it was determined through record review that although the district has adopted the state IEP form, the child study team does not consistently address all four questions when considering the least restrictive environment.

- **The district will revise its improvement plan to include activities to ensure that the child study team consistently documents the consideration of the least restrictive environment. The implementation of these activities will ensure that students are afforded the opportunity to be educated with their non-disabled peers as often as possible. The improvement plan must also include staff training and an administrative oversight component to ensure the consistent implementation of these activities.**

Section X: Transition to Post-School

Summary of Findings:

During the self-assessment process, the district identified concerns in the area of statement of Needed Transition Services. The district's improvement plan is sufficient to address this area of need.

The district also identified concerns in the areas of student/agency invitation, student preference/interests and identification of post-secondary services liaison. **The district's improvement plan is insufficient to address this area of need because the district indicated they will utilize guidelines developed by NJAPSA but failed to provide the specific procedures for department review. The district must select**

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procedures that will effectively address the barriers that were identified during the self-assessment process.

An additional area of need was identified during the on-site visit regarding Transition Service Needs.

Area of Need:

Statement of Transition Service Needs - During the on-site monitoring it was determined the child study team does not consistently address transition services for 14 year old students.

- **The district will revise its improvement plan to include activities to ensure that the child study team addresses the statement of Transition Service Needs for students age 14 or younger at the IEP meeting. The implementation of these activities will ensure that parents and students have the opportunity to identify courses of study that are aligned with their assessed interests and preferences. Implementation of these activities will ensure the student has the opportunity to participate in classes and other experiences that are related to their interests and preferences. The plan must include an administrative oversight component to ensure the consistent implementation of the activities.**

Section X: Transition to Preschool

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the area of preschool transition planning conferences.

During the self-assessment process, the district identified a concern in the area of placing preschoolers in appropriate programs by their third birthdays. **The district's improvement plan is insufficient to address this area of need because the district indicated they will utilize guidelines developed by NJAPSA but failed to provide the specific procedures for department review. The district must select procedures that will effectively address the barriers that were identified during the self-assessment process.**

Section XI: Discipline

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of documentation to the case manager and suspension tracking.

During the self-assessment process, the district identified concerns in the areas of short term removals/review of IEP, functional behavioral assessments, behavior intervention plan, manifestation determination, interim alternative educational setting/45 day return, procedural safeguards for potentially disabled students and reporting of a crime to appropriate authorities. **The improvement plan is insufficient because the district**

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attempted to address all of these areas of need through the development of one activity and through the adoption of the NJAPSA guidelines. Neither activity will correct all of the identified areas. The improvement plan must be revised to include specific activities for each identified area of need. In the event the district determines a procedure contained in the NJAPSA manual may be appropriate to address the barriers identified by the district during the self-assessment process, it must submit that specific procedure for department review.

Section XII: Statewide Assessment

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of participation and approved accommodations/modifications.

During the self-assessment process, the district identified a concern in the area of training staff regarding the alternate proficiency assessment and special review assessment (SRA). **The district's improvement plan is insufficient to address these areas of need because it lacks appropriate activities to remove the barriers, an administrative oversight component, in-service training, and a mechanism to determine the effectiveness of the in-service training to bring about the required change. The inclusion of these elements will ensure that students with disabilities are afforded the opportunity to be tested in an alternate format to demonstrate knowledge and skills measured by the High School Proficiency Test. The improvement plan needs to be revised to include these elements.**

An additional area of need was identified during the on-site visit regarding the documentation of an alternate graduation requirement when a student is exempt from passing the HSPA.

Area(s) of Need:

Alternate Graduation Requirement – During the on-site monitoring it was determined through record review that when a student is exempt from passing the HSPA, the district does not document an alternate graduation requirement in the IEP.

- **The district will revise the improvement plan to include activities to ensure that when a student is exempt from passing the HSPA the district documents an alternate graduation requirement in the IEP. The improvement plan must include an administrative oversight component to ensure parents and staff members are aware of the requirements the student must meet to obtain a state endorsed diploma.**

Section XIII: Graduation

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the area of IEP requirements and out-of-district participation.

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An area of need was identified during the on-site visit regarding written notice of graduation.

Area(s) of Need:

Documentation of Written Notice of Graduation – During the on-site visit, a review of student records indicated the inconsistent provision of written notice of graduation.

- **The district will revise its improvement plan to include activities to ensure that written notice of graduation is provided to parents/adult students prior to graduation and that documentation of this provision is maintained in the student record. Implementation of these activities will ensure parents and adult students are informed that graduation is a change in placement that may be challenged through due process. The plan must include an administrative oversight component to ensure implementation of the activities.**

Section XIV: Programs and Services

Summary of Findings:

During self-assessment the district accurately identified themselves compliant in the areas of age range, speech therapy group sizes and consultation time for teachers.

During the self-assessment process, the district identified concerns in the areas of class descriptions and home instruction. The district's improvement plan is sufficient to address these areas.

Additionally, the district identified a concern regarding class sizes and resource group sizes that exceed those allowed by code. The district's improvement plan is insufficient to address the area of need. **The improvement plan needs to be revised to include activities to remove the identified barriers as well as an administrative oversight component to ensure the district can more effectively implement programs and services in an environment where the students will have the opportunity to derive full educational benefit because class/group sizes remain within the required limits.**

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/request and maintenance of records.

During the self-assessment process, the district identified concerns in the areas of access sheets and destruction of records. The district's improvement plan is sufficient to address these areas.

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

Area of Need:

Location of Other Student Records – During the on-site monitoring, it was determined that the district does not identify the location of other records in the central file.

- **The district will revise its improvement plan to include activities to ensure that the locations of other student records maintained by the district are identified in the central file. The implementation of this activity will ensure that parents and school personnel have knowledge of and access to all records maintained by the district.**

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Summary

On-site special education monitoring was conducted in the Scotch Plains-Fanwood District on June 8, 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.

A focus group meeting was held at the Scotch Plains-Fanwood Board of Education Meeting Room on May 10, 2004. 20 parents and administrators attended the meeting including, the assistant superintendent and the president of the local Learning Disabilities Association. Parents complimented the district for providing a positive school experience, for having a quality preschool handicapped program and for ensuring that the transition planning meeting went smoothly for them. Parents also believe that the district provides high quality programs and services. One parent stated that "the district provided a phenomenal experience" for her child. Parents stressed that their involvement in their child's education is encouraged. Other parents questioned whether the district has sufficient staff to provide the programs and services for their children when it comes to implementing the full curriculum. Parents of out-of-district students voiced concern over not receiving information about in-district programs. Other parents of out-of-district students expressed concern over the fact that their child may not have the same case manager from one year to the next. Several parents voiced concerns about students with disabilities being placed in the lower track at the high school. Many parents voiced concerns over general education teachers who may not always be sensitive to the learning styles of students with disabilities. Furthermore, one parents voiced concern about "an atmosphere of favoritism which seems to favor non-disabled students." Parents of students 14 and over are concerned about transition planning for their children. However, the district identified this area of need in the self-assessment and has developed an improvement plan, which when revised, will be sufficient. Finally, many parents of students at all grade levels indicated that they would like to have the district provide them with more feedback where their individual child is concerned.

Areas identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit included policies/procedures, parent training, dissemination of IDEA information, provision of programs, frequency/location/duration, length of school day/year, facilities, certifications, consent, independent evaluations, direct parent referrals, identification participants, multi-disciplinary assessments for students eligible for special education/related services, standardized assessments, signed written reports, reevaluation planning meetings, eligibility meetings/participants, criteria, statement of eligibility for specific learning disability, evaluation report to parents/adult students, goals and objectives aligned with core curriculum content standards, implementation dates, IEP to parents, teacher access to IEP, supplementary aids and services, regular education access, notification/participation of nonacademic/extracurricular activities for out-of-district students, continuum of program options, Needed Transition Services, preschool transition plan conferences, documentation to case manager, suspension tracking, participation, approved accommodations/modifications, IEP requirements, out-of-district participation, age range, speech therapy group size, consultation time for teachers, access/request and maintenance of records.

During the self-assessment process, the district identified areas of need regarding staff training, provision of adaptive physical education, hearing aids, related service vacancies, transfer student procedures, surrogate parents, content/provision of written

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notice/notice of meetings, documentation of attempts to secure parental participation, interpreters/translators at meetings, notices in native language, child find, pre-referral interventions, health summary, vision/hearing screenings, identification meeting timelines, multi-disciplinary evaluations for students eligible for speech/language services, bilingual evaluations, acceptance/rejection of reports, three year timelines, agreement/disagreement with rationale, required statements/ components for the transition section of the IEP, Present Levels of Educational Participation, IEPs in effect at the beginning of school year, IEP participants, annual review timelines for preschool/school age students, 90 day timelines, reconvening IEP meetings prior to change in placement, teacher responsibility for IEPs, decision making process, students/agency invitation, student preference/interests, identification of post-secondary services liaison, early intervention program to a preschool disabilities program by age 3, short term removals/review of IEP, functional behavioral assessments, behavior intervention plan, manifestation determination, interim alternative educational setting/45 day return, procedural safeguards for potentially disabled students, reporting of a crime to appropriate authorities, alternate proficiency assessment, special review assessment, class descriptions, home instruction, class size, group size, access sheets and destruction of records.

The on-site visit identified additional areas of need within the various standards regarding extended school year, direct referrals from staff, functional assessments, reevaluation planning meeting participants, reevaluations completed by June 30th of a students' last year in preschool, age of majority, documentation of least restrictive environment, statement of transition service needs, alternate graduation requirement, documentation of written notice of graduation and documentation of location of other student records.

Within **forty-five days** of receipt of the monitoring report, the Scotch Plains-Fanwood School District will revise and resubmit the improvement plan to the Office of Special Education Programs to address those areas that require revisions. In those areas where the district plans to utilize policies and procedures contained in the NJAPSA manual, the district must submit those specific procedures and demonstrate how they relate to the areas of need identified in the district's self-assessment document.