

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

**District:** Winslow Township School District    **County:** Camden

**Monitoring Dates:** February 3, 4, 5 & 6, 2004

**Monitoring Team:** Patricia Fair, Michael Lee and Kenneth Richards

***Background Information***

During the 2001–2002 school year, the Winslow Township School District conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Winslow Township 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 Winslow Township 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 Middle School on January 7, 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, 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, building principals, general education and special education teachers, speech therapists and child study team members.

**District Strengths:**

The district is commended for the TAM (Team Approach to Mastery) program provided to students in grades pre-kindergarten through grade five. This program places an emphasis on effective instruction which includes management skills combined with attention to positive reinforcement strategies. The TAM program provides special

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education teachers and general education teachers with the opportunity to collaborate in one classroom while sharing educational responsibilities and ideas.

### Part One Data Summary:

The district's classification rate of 26% exceeds the state average of 13.9%. In response to these data, the district indicated the need to improve pre-referral interventions and review criteria when determining eligibility.

The Winslow Township School District's data indicate that 32.4% of its preschool handicapped population have been placed in general education settings which far exceeds the average of New Jersey. Data further indicate that 48.9% of school aged students with disabilities are educated in general education at least 80% of the day as compared to the state average of 42%. The district identified the need to further expand in-class support and other resource program options.

### *Section I:* General Provisions

#### Summary of Findings:

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

During the self-assessment process, the district identified concerns in the areas of staff development. **The district's improvement plan is insufficient to address this area because it lacks a mechanism to determine the effectiveness of the training. The plan needs to be revised to include this element.**

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 length of school day/year and transfer students.

During the self-assessment process, the district identified concerns in the areas of provision of related services, facilities and hearing aids. The district's improvement plan is sufficient to address the areas of hearing aids and facilities. **The district's improvement plan is insufficient to address the area of related services because it does not address the need for additional occupational therapists, physical therapists and counselors that the district identified during self assessment. The plan needs to be revised to include these activities.**

Additional areas of need were identified during the on-site visit regarding extended school year and related services.

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### Areas of Need:

**Extended School Year** - Information obtained through record review and interviews determined that extended school year is not considered for every student. When students do receive extended school year services, documentation of program descriptions, goals and objectives, beginning and ending dates and frequency, location and duration of related services is inconsistent. When extended school year is considered and it is determined the student does not require extended school year, the factors considered in the decision-making process are not consistently documented.

- **The district will revise its improvement plan to include activities to ensure extended school year is considered for every classified student and provided when needed. In the event it is required, the IEP must include a description of the program, goals and objectives as well as beginning and ending dates. Implementation of these activities will ensure extended school year programs are considered for all students regardless of placement and disability classification and each student who requires services to address the issues of regression and recoupment receive those services.**

**Related Services (Speech)** – Information obtained through record review and interviews determined that group size for speech is not consistently documented in IEPs.

- **The district will revise its improvement plan to include activities to ensure group size for speech services is documented in every IEP. Implementation of these activities will ensure scheduling and staffing can be planned to meet the identified needs of the student. The plan must include an administrative oversight component to ensure the consistent implementation of the activities.**

**Related Services (Counseling)** - Information obtained through record review determined that counseling goals and objectives are not consistently documented in the IEP. In addition, some IEPs included a range of 20-30 minutes as the duration of counseling services.

- **The district will revise its improvement plan to include activities to ensure counseling goals and objectives are included in the IEP and that a specific amount of time is identified. Implementation of these activities will ensure students have specific and individual counseling goals and that the parent, student and counselor are informed of the specific duration counseling will be provided. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

### **Section III: Procedural Safeguards**

#### Summary of Findings:

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

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During the self-assessment process, the district identified concerns in the areas of surrogate parents, notice of meeting, consent/undue delay and meetings. **The district's improvement plan is insufficient to address the areas of surrogate parent and notice of meeting because it lacks an administrative oversight component to ensure the consistent implementation of the activities. The plan needs to be revised to include this component. The district did not submit an improvement plan in the area of consent/undue delay and is required to do so.**

Additional areas of need were identified during the on-site visit regarding notice of meeting, written notice and meetings.

### **Areas of Need:**

**Notice of Meetings** – Information obtained through record review determined that notice of meetings when used for students eligible for speech and language services does not inform the parent that the eligibility meeting may lead into an IEP meeting. The notice also does not inform the parent that a teacher will be present at the meeting. Instead, the notice indicates that if available, a teacher may be present at the meeting.

- **The district will revise its notices of a meeting to ensure they inform the parent of the purposes of the meeting and that it will identify all required participants who will be in attendance at the meeting. Implementation of these activities will ensure the parent is afforded the opportunity to prepare for the meetings and that the required individuals are in attendance at the meeting to provide input and be a part of the decision-making process. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

**Meetings** – Information obtained through record review and interviews determined that for students eligible for speech and language services, the district is not making multiple attempts to secure parental participation at meetings and, as a result, parents are not consistently attending meetings.

- **The district will revise its improvement plan to include activities to ensure multiple attempts are made and documented to secure parental participation at meetings. Implementation of these activities will ensure the district has made a good faith effort to afford parents the opportunity to participate at meetings whether in person or over the telephone. The plan must include an administrative oversight component to ensure the consistent implementation of the activities.**

**Written Notice** - Information obtained through record review determined that written notice for students eligible for special education and related services and eligible for speech and language services, does not consistently document a description of factors used in making decisions, options considered/rejected and why rejected and a description of other relevant factors.

- **The district will revise its written notices to ensure they contain all required components. Implementation of these activities will ensure the parent is fully informed of the decisions made at the meeting and the factors considered in making the decision.**

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## **Section IV: Location, Referral and Identification**

### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of child find procedures and direct referrals from parents and staff.

During the self-assessment process, the district identified concerns in the areas of nature and scope of interventions and documentation of interventions and effectiveness. **The district's improvement plan is insufficient to address these areas of need because it lacks an administrative oversight component to ensure the consistent implementation of the activities. The plan needs to be revised to include this component.**

Additional areas of need were identified during the on-site visit regarding health summary, vision and hearing screening, identification meeting timelines and participants.

### **Areas of Need:**

**Health Summary and Vision and Hearing Screening** - Information obtained through record review determined that health summaries and vision and hearing screenings are not consistently conducted prior to identification meetings for students eligible for special education and related services and for eligible for speech and language services.

- **The district will revise its improvement plan to include activities to ensure health summaries and vision and hearing screenings are conducted prior to identification meetings and provided to the team. Implementation of these activities will ensure information is available at the time of the identification meeting to determine the need for an evaluation and, if needed, the assessments that will be conducted. The plan must include an administrative oversight component to ensure the consistent implementation of the activities.**

**Identification Meeting Participants** - Information obtained through record review determined that general education teachers do not consistently attend identification meetings conducted for students eligible for speech and language services.

- **The district will revise its improvement plan to include activities to ensure regular education teachers attend identification meetings conducted for students eligible for speech and language services. Implementation of these procedures will ensure staff that have knowledge of the student will be in attendance and provide input regarding the student. The plan must include an administrative oversight component to ensure the consistent implementation of the activities.**

**Identification Meeting Timelines** - Information obtained through record review determined that referral dates are not consistently documented for students eligible for speech and language services. As a result, twenty-day timelines could not be verified.

- **The district will revise its improvement plan to include activities to ensure referrals for speech and language services are dated. Implementation of**

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these activities will ensure 20-day timelines can be monitored for compliance. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.

### **Section V: Protection in Evaluation and Evaluation Procedures**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of multidisciplinary assessments, standardized assessments, documenting the acceptance or rejection of reports and functional assessments for students eligible for special education and related services.

Areas of need were identified during the on-site visit regarding functional assessments for students eligible for speech and language services and written reports.

#### **Areas of Need:**

**Written Reports** - Information obtained through record review determined that written reports for students eligible for speech and language services do not consistently include a statement regarding how the speech issues impact academic functioning.

- **The district will revise its improvement plan to include activities to ensure written reports prepared for students eligible for speech and language services include a statement regarding how the speech issues impact the student's academic functioning. Implementation of these activities will ensure services are provided only when there is an educational impact. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

**Functional Assessments** – Information obtained through record review determined that functional assessments for students eligible for speech and language services do not consistently include a structured observation, parent interview and review of interventions.

- **The district will revise its improvement plan to include activities to ensure functional assessments contain all required components. Implementation of these activities will ensure reports contain sufficient information upon which eligibility determination can be made. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

### **Section VI: Reevaluation**

#### **Summary of Finding:**

During self-assessment the district accurately identified themselves compliant in the areas of reevaluation by June 30<sup>th</sup> and reevaluation conducted sooner than three years when requested by a parent or teacher.

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During the self-assessment process, the district identified concerns in the areas of three year timelines, planning meetings and conducting a reevaluation at the request of a parent without undue delay. **The district's improvement plan is insufficient to address these areas because it does not address the deployment of staff as well as the unequal distribution of case management responsibilities that had been identified as one of the barriers. The district's improvement plan needs to be revised to include activities to address this barrier and must also include an administrative oversight component to ensure the consistent implementation of the activities.**

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 area of meetings.

During the self-assessment process, the district identified concerns in the areas of criteria and provision of a copy of evaluations reports to parents. **The district's improvement plan is insufficient to address the area of evaluation reports to parents because it lacks activities to ensure reports are provided to the parents no later than ten days prior to the eligibility meeting and an administrative oversight component to bring about the required change. The plan needs to be revised to include these elements. The district's improvement plan is insufficient to address the area of criteria because it lacks in-service on criteria for eligibility and which assessments need to be conducted to determine eligibility. The plan also lacks an administrative oversight component. The plan needs to be revised to include these components.**

Additional areas of need were identified during the on-site visit regarding participants, provision of eligibility reports to parents and signature of agreement and disagreement.

#### **Areas of Need:**

**Participants** - Information obtained through record review determined that general education teachers and parents are not consistently in attendance at meetings conducted for students eligible for speech and language services.

- **The district will revise its improvement plan to include activities to ensure all required participants are in attendance at eligibility meetings. Implementation of these activities will ensure all required participants are a part of the decision-making process. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

**Signature of Agreement and Disagreement/Rationale** - Information obtained through record review determined that teachers do not consistently certify in writing their agreement or disagreement with eligibility determinations.

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- **The district will revise its improvement plan to include activities to ensure teachers certify in writing their agreement or disagreement with eligibility determinations. Implementation of these activities will ensure parents are provided with the information regarding dissenting opinions and the reasons for that dissent. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

**Provision of Eligibility to Parents** - Information obtained through record review determined that a copy of eligibility determinations is not consistently provided to the parent.

- **The district will revise its improvement plan to include activities to ensure the provision of eligibility determinations to parents. Implementation of these activities will ensure the parent receives in writing the determination of eligibility and the reasons for the decision. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

### ***Section VIII: Individualized Education Program (IEP)***

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of implementation by age three, teacher knowledge and access, annual review timelines and age of majority,

During the self-assessment process, the district identified concerns in the areas of required components and notice to reconvene IEP meetings. The district's plan is sufficient to address those areas of need. The district further identified ninety-day timelines and participants. **The district's improvement plan is insufficient to address the area of ninety-day timelines because it lacks sufficient activities to address the issue of inequitable caseloads. The plan also lacks an administrative oversight component. The plan needs to be revised to include these elements. The district's improvement plan is insufficient to address the area of participants because it lacks activities to address the concern of teachers not attending meetings even though they have been notified to attend and an administrative oversight component to bring about the required change. The plan needs to be revised to include these components.**

Additional areas of need were identified during the on-site visit regarding implementation dates for related services, least restrictive environment documentation, provision of related services, participants and in-class support.

#### **Areas of Need:**

**In-Class Support** – Information obtained through record review and interviews determined that although the IEPs require in-class support, the program is being provided by an instructional aide and not a certified teacher of the handicapped.



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- **The district will revise its improvement plan to include activities to ensure certified teachers of the handicapped provide instruction in an in-class support setting. Additionally, the district will reconvene IEP meetings for these students to determine an appropriate placement that is based on the individual needs of the students. If the students only require an instructional aide, the IEP needs to be revised to reflect general education with supports and services. Implementation of these activities will ensure students receive the programs and services that were agreed to by the IEP team and that will effectively address the needs of the students. The plan must include an administrative oversight component to ensure the consistent implementation of the activities.**

**Participants** - Information obtained through record review determined that if a parent does not attend an annual review meeting, the district will not reconvene the meeting when the parent can attend. Furthermore, for students eligible for speech and language services, the signatures that are documented represent individuals who were not in attendance at the annual review meeting.

- **The district will revise its improvement plan to include activities to ensure multiple attempts are made by the district to secure parental participation at meetings and that meetings are reconvened at a mutually agreeable time if the parent is unable to attend but offers another date. The plan must also include activities to ensure signatures are obtained only from those individuals who actually attended the meeting. Implementation of these activities will ensure all required members of the IEP team participate in the decision-making process. The plan must include an administrative oversight component to ensure the consistent implementation of the activities.**

**Implementation Dates of Related Services** – Information obtained through record review and interviews determined that related services do not consistently begin until October. The delay is a result of need for related service staff to conduct evaluations and finalize scheduling during September.

- **The district will revise its improvement plan to include activities to ensure students are provided with related services at the beginning of the school year and are not delayed to accommodate administrative needs. Implementation of these activities will ensure each student receives the related services necessary to afford the student the opportunity to achieve full educational benefit from the special education program. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

**Least Restrictive Environment Documentation** - Information obtained through record review determined that the IEP format does not document the comparison of the benefits in general education versus special education classes.

- **The district will revise its IEP format to include the Oberti considerations and to ensure these considerations are appropriately discussed as a part of the decision-making process. Implementation of these activities will ensure the IEP documents and supports the placement decisions made by**

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the IEP team. The plan must include an administrative oversight component to ensure the consistent implementation of the activities.

### **Section IX: Least Restrictive Environment (LRE)**

#### **Summary of Findings:**

During the self-assessment process, the district identified concerns in the areas of school age individual decision-making and supplemental aids and services. Barriers identified by the district during self-assessment included need for staff in-service to increase the scope and effectiveness of supplemental aids and services, role of para-professionals in the classroom, and Team Approach for Mastery programs. The district also identified a lack of resource programs at the elementary level and need to reconfigure self-contained classes at the middle school level. The district identified the need to increase in-class support options at the middle and high schools. **The district's improvement plan is insufficient to address the area of supplemental aids and services because it lacks an administrative oversight component to ensure the consistent implementation of the activities. The plan needs to be revised to include this component. The district's improvement plan is insufficient to address the area of individual decision-making and continuum at the elementary school level because it identifies only anticipated outcomes and no activities to bring about the required changes. The plan for the middle schools lacks an administrative oversight component. The plans need to be revised to include these components. The district did not submit an improvement plan to address the area of need for additional in-class support programs at the middle and high school levels. The district is required to submit an improvement plan to address these areas.**

Additional areas of need were identified during the on-site visit regarding individual decision-making and the continuum.

#### **Areas of Need:**

**Individual Decision Making and Continuum** – Information obtained through the interview process and record review indicated that if a program is not available in a particular school, that program is not offered. Instead, programming decisions are based on availability within the school.

- **The district will revise its improvement plan to include activities to ensure program and placement options are determined based on the individual needs of students and not on program availability. Implementation of these activities will ensure each student receives the program and services that are necessary to address the individual needs identified by the IEP team. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

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### **Section X: Transition to Post-School**

#### **Summary of Findings:**

During the self-assessment process, the district identified concerns in the areas of age fourteen transition service needs and age sixteen needed transition services. **The district's improvement plan is insufficient to address the area of age fourteen transition service needs and sixteen needed transition services because it lacks staff in-service and an administrative oversight component. The plan needs to be revised to include these elements.**

An additional area of need was identified during the on-site visit age fourteen transition services.

#### **Area of Need:**

**Age Fourteen Transition Services** – Information obtained through record review determined that courses of study are not consistently included in IEPs.

- **The district will revise its improvement plan to include activities to ensure courses of study are developed and aligned to the student's interests and preferences. Implementation of these activities will ensure the student is afforded the opportunity to achieve his/her post secondary outcomes. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

### **Section X: Transition to Preschool**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of transition planning conference and early intervention to preschool disabled by age three.

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

### **Section X: Discipline**

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the area of suspension tracking.

During the self-assessment process, the district identified concerns in the areas of notification of removal to the case manager, interim alternative educational settings, and convening an IEP meeting. **The district's improvement plan is insufficient to address the area of notification to case manager because the plan only identifies the required outcome and does not identify activities to remove identified barriers. The district's improvement plan is insufficient to address the area of interim alternative educational setting because it lacks an administrative oversight**

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component to verify the provision of related services. The district's improvement plan is insufficient to address the area of convening an IEP meeting because it lacks an administrative oversight component to ensure an IEP meeting is convened no later than ten business days following ten cumulative days of removal from school. The plan needs to be revised to include these components.

Additional areas of need were identified during the on-site visit regarding procedural safeguards, obtaining consent prior to conducting a functional assessment and manifestation determination.

### **Area(s) of Need:**

**Manifestation Determination** – Information obtained through record review determined that parents are not informed of their right to request an expedited hearing when they disagree with a placement decision made as a result of a manifestation determination meeting.

- **The district will revise its improvement plan to include activities to ensure parents are informed of their right to an expedited hearing if they disagree with a placement decision made as a result of a manifestation determination meeting. Implementation of these activities will ensure the student's and parent's rights are protected when not in agreement with a placement decision. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

**Procedural Safeguards** - Information obtained through the interview process determined that students who may be potentially disabled are not afforded the procedural safeguard protection provided to classified students. As a result, they do not receive services when they are removed from their program.

- **The district will revise its improvement plan to include activities to ensure the district affords identified students with the same rights afforded classified students regarding the provision of services during periods of removal for disciplinary reasons. Implementation of these activities will ensure students identified as potentially disabled are afforded the opportunity to progress in the general education curriculum during disciplinary periods. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

**Consent** – Information obtained through record review determined that parental consent is not obtained prior to conducting a functional behavior assessment that includes more than a review of data.

- **The district will revise its improvement plan to include procedures to ensure parental consent is obtained prior to conducting a functional behavior assessment. Implementation of these activities will ensure parents are informed of any testing that will be conducted and if the parent is not in agreement, will be afforded the right to dispute the action through due process. The plan must include an administrative oversight component to ensure the consistent implementation of the activities.**

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### ***Section XII: Statewide Assessment***

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of participation and alternative assessments.

During the self-assessment process, the district identified concerns in the area of child study team knowledge of accommodations and modifications available for students participating in statewide assessment and content of statewide assessment. **The district did not submit an improvement plan in this area and is required to do so.**

An additional area of need was identified during the on-site visit regarding documentation of statewide assessment in IEPs for students eligible for speech and language services.

#### **Area of Need:**

**Documentation of Statewide Assessment** - Information obtained through record review determined that statewide assessment is not documented in IEPs developed for students eligible for speech and language services.

- **The district will revise its improvement plan to include activities to ensure statewide assessment is documented in IEPs developed for students eligible for speech and language services. Implementation of these activities will ensure all students participate in statewide assessments and all considerations are documented regarding exemptions from participation. The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

### ***Section XIII: Graduation***

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of documentation of graduation requirements and out-of-district participation.

During the self-assessment process, the district identified concerns in the area of written notice of graduation. The district's improvement plan is sufficient to address this area

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 age range, home instruction and common planning time.

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During the self-assessment process, the district identified concerns in the areas of need for class size, lack of supplemental instruction, additional related service staff and group size for speech. **The district's improvement plan is insufficient to address the areas of supplemental instruction, group size for speech and need for additional speech therapists because it lacks an administrative oversight component to ensure the consistent implementation of the activities. The plan needs to be revised to include this component. The district's improvement plan is insufficient to address the area of class size because it lacks documentation of compliance and an administrative oversight component. The plan needs to be revised to include these activities.**

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

### ***Section XV: Student Records***

#### **Summary of Findings:**

During self-assessment the district accurately identified themselves compliant in the areas of maintenance and destruction of records and documentation of other locations.

During the self-assessment process, the district identified concerns in the areas of providing to parents upon their request a list of the types of records and locations and provision to amend student records at the request of the parent or student. The district's improvement plan is sufficient to address these areas.

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

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## **Summary**

On-site special education monitoring was conducted in the Winslow Township School District on February 3, 4, 5 & 6, 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 areas of need and develop an improvement plan that with some revision 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.

A review of data indicated a classification rate that exceeds the state average. The district identified a need to improve its provision of pre-referral interventions and to address inconsistencies in the process leading to eligibility determinations.

At a focus group meeting held prior to the monitoring visit, parents expressed their satisfaction and concerns with many of the district's programs and services. Parents expressed satisfaction with the TAM (Team Approach to Mastery) program in the elementary school, the inclusion of students with disabilities in elective courses of study and the program for students with autism in School #4. Parents expressed concern regarding the lack of program options offered in the district and the provision of related services. Parents raised concerns that required portions of the IEP are not addressed. Parents indicated a need to further develop transition programs for students age fourteen and older. Parents indicated that budgetary constraints are a barrier to providing services and programs. Parents also expressed strong support for the development of a special education parent group.

Areas identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit included policies, procedures, dissemination of IDEA information, length of school day/year, transfer students, independent evaluations, native language, child find procedures, direct referrals from parents and staff, multi-disciplinary assessments, standardized assessments, documenting the acceptance or rejection of reports, functional assessments for students eligible for special education and related services, reevaluation by June 30<sup>th</sup>, reevaluation conducted sooner than three years when requested by a parent or teacher, eligibility meetings, IEP implementation by age three, teacher knowledge and access, annual review timelines, age of majority, regular education access, preschool transition, suspension tracking, participation in statewide assessment, alternative assessments, documentation of graduation requirements, out-of-district participation in graduation, age range, home instruction and common planning time, maintenance and destruction of records and documentation of other locations.

During the self-assessment process, the district identified areas of need regarding provision of related services, facilities, hearing aides, surrogate parents, notice of meeting, consent/undue delay, nature and scope of interventions, effectiveness of interventions, three-year timelines, reevaluation planning meetings, conducting reevaluation with undue delay as a result of parental request, eligibility criteria, copy of evaluation reports to parents, IEP meeting participants, required IEP components, ninety- day timelines, notice to reconvene IEP meetings, continuum, individual decision making, supplemental aides and services, transition service needs, needed transition services, notification of student removal to the case manager, interim alternative

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educational setting, child study team knowledge regarding statewide assessment, accommodations and modifications for statewide assessment, written notice of change in placement upon graduation, class size, lack of supplemental instruction, need for additional child study team staff, need for additional related service staff including speech therapist, group size for speech, providing to parents upon request a list of records and their locations and amending student records.

The on-site visit identified additional areas of need within the various standards regarding extended school year program, related services, notice of meeting, written notice, meetings, health summary, vision and hearing screenings, identification meeting timelines, identification meeting participants, functional assessments, written reports, signature of agreement/disagreement, eligibility meeting participants, provision of eligibility reports to parents, implementation dates for related services, IEP meeting participants, IEP components, implementation of the IEP, individual decision-making, continuum, Oberti documentation, transition service needs, procedural safeguards for discipline, consent to conduct a functional behavior assessment, manifestation determination and documentation of statewide assessments.

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