

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

Charter school: Marion P. Thomas Charter School **County:** Essex

Monitoring Dates: October 7, 2004

Monitoring Team: Vanessa Leonard, Nicole Buten

Background Information:

During the 2003– 2004 school year, the Marion P. Thomas Charter School conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Marion P. Thomas Charter School with an opportunity to evaluate strengths and areas of need with regard to:

- The provision of a free, appropriate public education (FAPE) for students with disabilities in the least restrictive environment;
- The protection of procedural safeguards for students and their families;
- The development and implementation of policies and procedures resulting in procedural compliance; and,
- The organization and delivery of programs and services resulting in positive student outcomes.

The self-assessment was designed to identify areas of strength, promising practices, areas that need improvement and areas that may be noncompliant with state and federal requirements. The Marion P. Thomas Charter School will develop 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 Marion P. Thomas Charter School, on October 4, 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 charter school documents, including charter school policies and procedures, student count information, master student lists, class lists, schedules of students, teachers, related service personnel, and other relevant information, including all student records. Interviews were conducted with the charter school's lead person, general education and special education teachers, speech therapist and child study team members.

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Data Summary:

Marion P. Thomas Charter School's data indicate that for the 2003-2004 school year, 10 of the 249 students in the school received special education services. All of those 10 students received special education services in the general education class for more than 80% of the school day. However, placement options were limited. During the October 7th visit, the monitors learned that Marion P. Thomas Charter School now offers additional placement options and is improving the ability to appropriately meet the individual needs of students with disabilities.

Section I: General Provisions

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the areas of dissemination of IDEA information and staff training.

Additional areas of need were identified during the on-site monitoring regarding statement of assurances/policies and procedures and parent training.

Area(s) of Need:

Statement of Assurances/Policies and Procedures - During a consultation with the Essex County Office of Education, it was determined that the charter school does not have approved policies and procedures. Additionally, the required statement of assurances has not been signed by the county office. Policies and procedures were submitted to the County Office of Education; however, revisions were required.

- **The charter school has developed revised written procedures and has submitted them to the county office; however, additional information was requested. Pending the hiring of a new County Supervisor of Child Study, the charter school will submit the complete mandated policies and procedures to Barbara Gantwerk, Office of Special Education Programs, New Jersey Department of Education along with the required revisions to the improvement plan. The Office of Special Education Programs will ensure that the revised policies and procedures are reviewed by county staff.**

Parent Training – During the on-site monitoring, interviews with staff and phone interviews with parents indicated that although the charter school has initiated in-service training for general and special education staff, there are limited opportunities for parents to access training sessions.

- **The charter school will develop an improvement plan to include activities to ensure the provision of parent training. The plan must**

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include a mechanism to develop and conduct a needs assessment to identify topics for training. The implementation of these activities will result in parents gaining knowledge of their child's educational needs.

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the areas of provision of programs, related service goals and objectives, length of school day/year and certifications.

During the self-assessment process, the charter school identified concerns in the area of facilities. The charter school's improvement plan is sufficient to address this area of need. During the on-site visit, staff interviews indicated that the district is in the process of having an elevator built to bring about correction in this area.

Additional areas of need were identified during the on-site monitoring regarding extended school year and transfer students.

Area(s) of Need:

Extended School Year(ESY)- During the on-site monitoring, it was determined through a review of records and staff interviews that regression/recoupment are not considered during discussions regarding ESY services.

- **The charter school will develop an improvement plan to include procedures and inservice training to ensure that regression and recoupment are considered for all students. This will ensure that the appropriate criteria are used in determining the need for ESY. Procedures should ensure that IEPs include the description of the ESY program, and beginning and ending dates. Administrative oversight is needed to ensure the consistent implementation of the procedures. The inclusion of these activities will ensure that an appropriate program is provided when needed.**

Transfer Students – During the on-site monitoring, interviews with staff determined that the charter school does not have appropriate procedures in place that address the needs of transfer students.

- **The charter school will develop an improvement plan to include procedures to ensure the child study team conducts an immediate review of both evaluation information and the IEP. The charters school must also make certain that students are placed in accordance with that IEP. In the event the team determines that a**

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different program is more appropriate, an interim program must be provided pending revision to the IEP and the provision of notice. Administrative oversight is needed to ensure the consistent implementation of the procedures. The inclusion of these activities will ensure that students are provided with a program in a timely manner.

Section III: Procedural Safeguards

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the area of notices in native language.

Areas of need were identified during the on-site monitoring regarding surrogate parents, consent, provision of notice and independent evaluations.

Area(s) of Need:

Surrogate Parents – During the on-site monitoring, it was determined through staff interviews that the charter school does not have a policy regarding the training of surrogate parents.

- **The charter school will develop an improvement plan to include procedures regarding the training and selection of surrogate parents in the event one is needed. The improvement plan must include an administrative oversight component to ensure the consistent implementation of the procedures. Implementation of these activities will ensure that student rights are protected in the event the natural parent is not available.**

Consent - During the on-site monitoring, it was determined through record review and interviews with staff that parental consent is not always obtained when required. It was difficult to discern whether or not parents were involved in decision making because consent was not consistently documented in the students' files. Additionally, because documentation is not accurately kept, monitors were unable to tell when parents received sufficient time to consider the proposed programming before providing consent.

- **The charter school will develop an improvement plan to include procedures and provide inservice training in the area of parental consent. The plan will include administrative oversight to ensure that parental consent is obtained prior to conducting any assessment, implementing an initial IEP, conducting any assessment as part of a reevaluation and prior to releasing any student records. These activities will ensure that parents are given an opportunity participate in their child's education.**

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Provision of Notices- During the on-site monitoring, it was determined through record review that parents are not consistently provided with notice of meetings nor are they provided with written notice within the required timelines.

- **The charter school will develop an improvement plan to include procedures to ensure notice of meetings and written notice are provided to parents. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures. Implementation of these activities will ensure parents are afforded the opportunity to participate in the decision-making process regarding the provision of programs and services as well as have the opportunity to dispute any proposed or denied action.**

Independent Evaluations - During the on-site monitoring, it was determined through interviews with staff that the charter school does not have a procedure in place in the event that a parent requests an independent evaluation.

- **The charter school will develop its improvement plan to include procedures regarding independent evaluations in accordance with N.J.A.C 6A:14-2.5(c). Implementation of these activities will ensure parents are provided with information and criteria for independent evaluations when requested.**

Section IV: Location, Referral and Identification

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the areas of direct referrals, health summaries and vision and hearing screenings.

During the self-assessment process, the charter school identified concerns in the area of pre-referral interventions. **The charter school's improvement plan is insufficient to address this area of need because it lacks procedures, in-service for general and special education staff, a mechanism to determine the effectiveness of the interventions, and an administrative oversight component to implement the plan. The plan must to be revised to include these elements.**

Additional areas of need were identified during the on-site monitoring regarding identification meeting timelines and identification meeting participants.

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Area(s) of Need:

Identification meeting timelines – During the on-site monitoring, it was determined that the child study team does not consistently convene identification meetings within 20 days of the receipt of the referral.

- **The charter school will develop an improvement plan to include activities to ensure that the identification meetings are held within the 20 day timeline as required by N.J.A.C. 6A:14-3.3 (e). These activities must include date stamping the referral the day it is received by any staff member in the charter school. The improvement plan must include an administrative oversight component to ensure the consistent implementation of the activities. Implementation of these activities will ensure that students receive an evaluation and if determined eligible, receive an appropriate program and services in a timely manner.**

Identification Meeting Participants – During the on-site monitoring, it was determined through document review and interviews with teachers that the required participants were not in attendance at meetings. Attendance of regular education teachers and parents was inconsistent.

- **The charter school will develop an improvement plan to include procedures to ensure all participants attend required meetings and that their participation is documented. The plan must include an administrative oversight component to ensure the consistent, compliant implementation of these procedures. These activities in addition to procedures for provision of notices will ensure that all required participants will have the opportunity to participate in decision making.**

Section V: Protection in Evaluation and Evaluation Procedures

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the areas of multi-disciplinary assessment, standardized assessment, signed written reports, and bilingual evaluations.

Areas of need were identified during the on-site monitoring regarding functional assessment, dated written reports and acceptance/rejection of written reports.

Area(s) of Need:

Functional Assessment – During the on-site monitoring, it was determined through document review that evaluations completed by child study team

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members do not include all of the necessary components of a functional assessment.

- **The charter school will develop an improvement plan to include activities to ensure that evaluations are conducted by the child study team include the components necessary to constitute a functional assessment. The improvement plan must include an administrative oversight component to ensure the consistent implementation of these activities. Implementation of these activities will ensure eligibility determinations are based on a variety of assessments.**

Written Reports – During the on-site monitoring, it was determined through record review that the child study team evaluation reports did not include the date the report was written. As a result it could not be determined when the reports are actually developed.

- **The charter school will develop an improvement plan to include activities to ensure that the child study team evaluation reports include the date of the report, as well as the date of the evaluation. Implementation of these activities will ensure staff and parents are aware of the timeliness of the evaluations.**

Acceptance/Rejection - During the on-site monitoring, interviews indicated that the charter school does not have a procedure to consider and document the findings of outside evaluations.

- **The charter school will develop an improvement plan to include procedures to ensure the team appropriately documents the acceptance and/or rejection with rationale of outside assessments as stated in N.J.A.C. 16A:14 3.4 (g). The plan must include an administrative oversight component to ensure the consistent implementation of the procedure.**

Section VI: Reevaluation

Summary of Finding:

Areas of need were identified during the on-site monitoring regarding the areas of three- year timelines, reevaluation planning meetings and reevaluation planning meeting participants.

Area(s) of Need:

Three-Year Timelines – During the on-site monitoring, record review and interviews indicated that reevaluations are not consistently conducted within three years.

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- **The charter school will develop an improvement plan to include procedures for tracking reevaluation timelines and keeping logs of case management activities. The implementation of these procedures will ensure that students are reevaluated in a timely manner. The plan must include training of case managers and an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

Reevaluation Planning Meeting Participants – During the on-site monitoring, it was determined through document review that the required participants were not in attendance at reevaluation planning meetings. Records indicate inconsistent attendance of regular and special education teachers, as well as parents.

- **The charter school will develop an improvement plan to include procedures to ensure all required meeting participants are in attendance and that their participation is documented. The plan must include an administrative oversight component to ensure the consistent, compliant implementation of these procedures. Procedures for this area include documentation of attempted parent contact and placing copies of invitations to parents in the student’s file. This activity will help ensure that all required participants attend reevaluation planning meetings.**

Reevaluation Planning Meetings- During the on-site monitoring, it was determined through document review that the required planning meetings were not consistently held.

- **The charter school is directed to develop an improvement plan to include procedures and administrative oversight to ensure that the reevaluation planning meeting is scheduled and held. An administrative oversight component is necessary to ensure that meetings are scheduled to determine if evaluation is warranted. This activity will ensure that parents are given an opportunity to be active participants in their child’s education.**

Section VII: Eligibility

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the area of implementing eligibility criteria.

Areas of need were identified during the on-site monitoring regarding the areas of notice of eligibility, eligibility meetings, participants, statement of eligibility, signature of agreement/disagreement with rationale, copies of evaluation reports to parents 10 days prior to meetings

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Area(s) of Need:

Invitation to Eligibility Meeting, and Required Participants for students classified as Eligible Special Education and Related Services and students Eligible for Speech Language Services - During the on-site monitoring, it was determined through document review that parents were not consistently invited to eligibility meetings. Eligibility meetings were not consistently conducted for students who were eligible for special education and related services or speech-language services. When meetings were held, parents and general education teachers did not consistently participate.

- **The charter school will develop an improvement plan to include activities to ensure that child study team members and the speech therapist invite parents to eligibility meetings and convene the eligibility meetings with the required participants. The improvement plan must include an administrative oversight component to ensure the consistent implementation of these activities. This will ensure that all members of the eligibility team have the opportunity to participate in the decision-making process.**

Statement of Eligibility - During the on-site monitoring, record review indicated that the statement of eligibility is not developed or maintained for students following initial evaluations and reevaluations.

- **The charter school will develop an improvement plan to include procedures to ensure that the statement of eligibility is developed and maintained in the student's file for all initial evaluations and reevaluations. The plan must include an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

Signature of Agreement/Disagreement with Rationale – During the on-site monitoring, it was determined through record review and interviews that the IEP team does not express assenting or dissenting opinions regarding eligibility determinations for students eligible for special education or speech-language services. As a result, teachers are not afforded the opportunity to express a dissenting opinion and parents are not made aware of this point of view regarding eligibility determinations.

- **The charter school will develop an improvement plan to include activities to ensure will ensure that personnel have an opportunity to state in writing whether they agree or disagree with eligibility determinations. Further, the district will document the rationale for any disagreement. The improvement plan must include an administrative oversight component to ensure the consistent implementation of these activities. These activities will ensure parents are informed of the differing opinions regarding eligibility determinations.**

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Evaluation Reports to Parents 10 Days Prior to IEP Meeting - During the on-site monitoring, a review of records indicated that the child study team evaluation reports are not consistently provided to parents 10 days prior to the eligibility/IEP meeting.

- **The charter school will develop an improvement plan to include activities to ensure evaluation reports are provided to parents at least 10 days prior to the eligibility meeting. The plan must include an administrative oversight component to ensure the consistent implementation of the activities. Implementation of these activities will make certain that parents have the opportunity to review the information contained in each report to more appropriately participate in the decision-making process.**

Section VIII: Individualized Education Program (IEP)

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the areas of 90 day timelines and teacher access and responsibility for IEPs.

During the self-assessment process, the charter school identified concerns in the areas of IEP meetings/participants and implementation dates. **The charter school's improvement plan is insufficient to address these areas of need because it lacks procedures, in-service training and a mechanism to determine the effectiveness of the training and to ensure the compliant implementation of the procedures. The plan needs to be developed to include these components.**

Additional areas of need were identified during the on-site monitoring regarding considerations and required statements, present levels of educational performance, goals and objectives aligned with the core curriculum content standards, annual review timelines and IEPs to parents.

Area(s) of Need:

Considerations and Required Statements – During the on-site monitoring, a review of records indicated that IEPs do not contain the required statements and considerations.

- **The charter school will develop an improvement plan to include procedures to ensure that team members complete all required sections in IEPs. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures. The implementation of these activities will make certain**

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that students receive services that are required to address their individual needs.

Present Levels of Educational Performance Statements - During the on-site monitoring, it was determined that the statements in IEPs of the present level of educational performance developed by team members do not contain a description of how the student's disability affects their progress in the general education curriculum or other educational needs that result from the student's disability. As a result, there is no way to determine whether program and services determinations were based on the individual needs of the students.

- **The charter school will develop an improvement plan to include activities to ensure team members develop statements of the present levels of educational performance that contain sufficient information to determine the student's current performance and progress and how the student's disability impacts current involvement in the general education curriculum. The plan must include an administrative oversight component to ensure the consistent implementation of these activities. Implementation of these activities will ensure that program and service decisions are based on the individual needs of the student.**

Goals and Objectives aligned with Core Curriculum Content Standards – During the on-site monitoring, it was determined through a review of records that the child study team does not consistently include goals and objectives in the IEP.

- **The charter school will develop an improvement plan to include procedures to ensure IEPs include goals and objectives in those areas for which a student receives special education. In the event that the core curriculum content standards are adapted and/or modified, goals and objectives must identify what the student is expected to learn. The plan must include in-service and administrative oversight component to ensure consistent compliant implementation of the procedures. The implementation of these activities will ensure that teachers and parents have information available to them that will allow them to determine the level of progress being made by the student.**

Annual Review Timelines – During the on-site monitoring visit, information obtained through record review and staff interviews determined that IEPs are not consistently reviewed on an annual basis.

- **The charter school will revise its improvement plan to include procedures to ensure that annually or more often if necessary, the IEP team shall meet to review and revise, as needed, the IEP. This plan must include an administrative oversight component to ensure the consistent implementation of the procedures. The**

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implementation of these activities will ensure that student's have their programs reviewed annually.

Provision of IEPs to Parents - During the on-site monitoring, it was determined that copies of IEPs are not provided to parents prior to the implementation of programs and services.

- **The charter school will develop an improvement plan to include activities to ensure that the case manager provide parents with a copy of the student's IEP prior to the implementation of the program and services and that the provision of the IEP is documented in the students file. The improvement plan must include an administrative oversight component to ensure the consistent implementation of these activities. These activities will ensure parents are fully informed of the details regarding the agreed upon program and services.**

Section IX: Least Restrictive Environment (LRE)

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the areas of decision making process, general education access and notification/participation for out-of-district students for nonacademic, extracurricular activities and continuum of programs.

Additional areas of need were identified during the on-site monitoring regarding documentation of the least restrictive environment.

Area(s) of Need:

Documentation of Least Restrictive Environment – During the on-site monitoring, interviews and record review indicated that the IEP team does not sufficiently discuss the least restrictive environment as part of the IEP process. Although the charter school is using the state IEP format, team members are not consistently responding to the questions designed to direct the IEP team's discussion.

- **The charter school will develop an improvement plan to include procedures to ensure the IEP specifies: the considerations of appropriate supplementary aids and services and program modification; the explanation why the supplementary aids and services and program modifications are not appropriate; and, the documentation of the comparison of the benefits in each setting. The plan must include an administrative oversight component to ensure the consistent implementation of these activities. Implementation of these activities will ensure the team has defined the rationale for a specific placement. Additionally, these activities**

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will make certain that students are afforded the opportunity to be educated with their non-disabled peers as often as possible.

Section X: Transition to Post-School

Summary of Findings:

As the Marion P. Thomas Charter School is a K-7 school, this area is not applicable.

Section X: Transition to Preschool

Summary of Findings:

As the Marion P. Thomas Charter School is a K-7 school, this area is not applicable.

Section XI: Discipline

Summary of Findings:

Areas of need were identified during the on-site monitoring regarding documentation to case manager/suspension tracking, functional behavior assessment and behavioral intervention plans, manifestation determination meetings, interim alternative education settings and procedural safeguards.

Area(s) of Need:

Documentation to Case Manager/Suspension Tracking – During the on-site monitoring, interviews and record review indicated that the case manager was not given notification of suspension in writing. There was also no procedure for suspension tracking.

- **The charter school will develop an improvement plan to include activities to make certain that the case manager is notified in writing each time a student has been suspended. This will ensure case managers are afforded the opportunity to accurately track removals and to further ensure students are provided with educational services on the 11th day of removal from school.**

Behavioral Intervention Plans/Functional Behavior Assessment – During the on-site monitoring, record review and staff interviews indicated that behavioral intervention plans/functional behavior assessments are not being completed in time to effect the necessary change in students behavior.

- **The charter school will develop an improvement plan to include procedures and administrative oversight to ensure behavior**

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intervention plans are developed and included in the IEP for those students who require them. Additionally, the district will include procedures to ensure Functional Behavior Assessments are conducted when warranted. Implementation of these activities will ensure students are provided with appropriate supports and interventions to address the behaviors that result in disciplinary action.

Manifestation Determination Meetings – During the on-site monitoring, it was determined that the manifestation determination meetings are not conducted.

- **The charter school is directed to develop an improvement plan to include procedures to ensure IEP teams conduct manifestation determination meetings at required times. The improvement plan will also include a mechanism to document this meeting and the decisions made. The inclusion of these activities will ensure that students with behavioral issues are served appropriately.**

Interim Alternative Education Settings (IAES) – During the on-site monitoring, staff interviews indicated that the charter school has not identified an IAES nor do they have knowledge of the procedures that should take place when an IAES is needed.

- **The charter school will ensure that an IAES is identified and develop a procedure to determine when an IAES is needed. The charter school will include a mechanism for administrative oversight. This will ensure that students with behavioral issues are served appropriately.**

Procedural Safeguards – During the on-site monitoring visit, it was determined that the charter school does not have a procedure to afford procedural safeguards to students who have been identified as potentially disabled. When a student identified as being potentially disabled, the charter school did not notify the child study team or track the number of days that the student is suspended and therefore, the student is not afforded the same procedural safeguards as a student with disabilities.

- **The charter school is directed to develop the improvement plan to include procedures to ensure that students who are identified as potentially disabled are afforded procedural safeguards. The improvement plan must include procedures and administrative oversight.**

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Section XII: Statewide Assessment

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the areas of participation, IEP documentation, Alternate Proficiency Assessment.

During the self-assessment process, the charter school identified concerns in the area of approved accommodations and modifications. **The charter school's improvement plan is insufficient to address these areas of need because it lacks procedures and administrative oversight component to ensure the consistent, compliant implementation of the procedures. The plan needs to be developed to include these components.**

Section XIII: Graduation

Summary of Findings:

As the Marion P. Thomas Charter School is a K-7 school, this area is not applicable.

Section XIV: Programs and Services

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the areas of group sizes for speech therapy, home instruction and consultation time.

Additional areas of need were identified during the on-site monitoring regarding class size and age range.

Area(s) of Need:

Class Size/Age Range – The charter school was not compliant at the time of the on-site monitoring with regard to class size and age range. Scheduling errors were made due to a lack of knowledge of state regulations and changes were made immediately when the Lead Person was informed of class size and age range limits.

- **Although students' schedules were corrected during the monitoring, and the charter school is currently compliant with regard to class size and age range, the charter school must develop an improvement plan in this area. The improvement plan must reflect the development of procedures, in-services for staff and an administrative oversight mechanism to ensure continued compliance.**

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Section XV: Student Records

Summary of Findings:

During self-assessment, the charter school accurately identified compliance in the areas of access to and requests for records, access sheets and maintenance and destruction of records.

Additional areas of need were identified during the on-site monitoring regarding documentation of other location of records

Area(s) of Need:

Documentation of Other Location of Records – During the on-site monitoring, record review determined that the charter school does not identify in the central file the location of other records maintained by the charter school.

- **The charter school will develop an improvement plan to include an activity to ensure that the locations of other student records maintained by the charter school are identified in the central file. Implementation of these activities will ensure that parents and school personnel have knowledge of and access to all records relevant to that student.**

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Summary

An on-site special education monitoring was conducted in the Marion P. Thomas Charter School on October 7, 2004. The purpose of the monitoring visit was to verify the charter school's report of findings resulting from their self-assessment and to review the charter school's improvement plan.

Though a focus group was held and parents were invited, none attended.

Areas identified as consistently compliant by the charter school during self-assessment and verified during the on-site monitoring included dissemination of IDEA information, staff training, provision of programs, related service goals and objectives, length of school day/year, certifications, notices in native language, areas of direct referrals, health summaries, vision and hearing screenings, multi-disciplinary assessment, standardized assessment, written reports signed, bilingual evaluations, criteria, 90 day timelines, teacher access and responsibility, decision making process, regular education access, notification/participation for out-of-district students for nonacademic/extracurricular activities, continuum of programs, participation in statewide assessment, alternate proficiency assessment, group sizes for speech therapy, home instruction, consultation time, access/requests, access sheets and maintenance and destruction of records.

During the self-assessment process, the charter school identified areas of need regarding facilities, pre-referral interventions, IEP meetings/participants, implementation dates, approved accommodations and modifications

During the on-site monitoring, the monitors learned that the charter school has not submitted the mandated special education policies and procedures with required revisions to the county office.

The on-site monitoring visit also identified additional areas of need within the various standards regarding parent training, extended school year, transfer students, surrogate parents, consent provision of notice, independent evaluations, identification meeting timelines, identification meeting participants, functional assessment, dated written reports, acceptance/rejection of written reports, three year timelines, reevaluation planning meetings, reevaluation planning meeting participants, notice of eligibility, eligibility meetings, eligibility meeting participants, statement of eligibility, signature of agreement/disagreement with rationale, copies of evaluation reports to parents 10 days prior to meetings, considerations/required statements, present levels of educational performance, goals and objectives aligned with the core curriculum content standards, annual review timelines, IEPs to parents, documentation of least restrictive environment, documentation to case manager/suspension tracking, functional behavior assessments and behavioral intervention plans, manifestation determinations meetings, interim alternative education settings, procedural safeguards, class size, age range and documentation of other locations of records.

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Within forty-five days of receipt of the monitoring report, the Marion P. Thomas Charter School will revise and resubmit the improvement plan to the Office of Special Education Programs to address those areas that require revisions. In addition, the school must submit the mandated policies and procedures. These will be forwarded to the county office of education for review.