



State of New Jersey

DEPARTMENT OF EDUCATION
PO Box 500
TRENTON, NJ 08625-0500

JON S. CORZINE
Governor

LUCILLE E. DAVY
Commissioner

October 16, 2009

Ms. Emily Capella, Superintendent of Schools
Lenape Regional High School District
93 Willow Gove Road
Shamong, New Jersey 08088

Subject: Special Education Monitoring – Lenape Regional High School District

Dear Ms. Capella:

On December 15 and 16, 2008, the New Jersey Department of Education, Office of Special Education Programs (NJOSPEP), conducted an onsite monitoring visit in the Lenape Regional High School District to determine compliance with federal and state special education requirements. The members of the monitoring team were Kenneth Richards and Patricia Fair.

NJOSPEP initiated a new five year self-assessment/monitoring cycle during the 2006-2007 school year. The monitoring system is data driven and aligned with the State Performance Plan (SPP) indicators, including the federal monitoring priorities established by the Individuals with Disabilities Education Act of 2004 (IDEA 2004). Specifically, the NJOSPEP monitoring process is focused on improving educational results and functional outcomes for students with disabilities and ensuring compliance with those special education requirements related to positive student outcomes.

The special education self-assessment and monitoring process focused on requirements related to the following areas:

- ***Transition to Adult Life***
- ***State Assessment***
- ***Discipline Procedures***
- ***Placement in the Least Restrictive Environment***
- ***Parent Involvement***
- ***Disproportionate Representation of Specific Racial-Ethnic Groups in Special Education***
- ***Evaluation and Reevaluation***
- ***Individualized Education Program***
- ***Programs and Services***

www.nj.gov/education

New Jersey Is An Equal Opportunity Employer • Printed on Recycled and Recyclable Paper

The Lenape Regional High School District was selected for the self-assessment process for the 2006-2007 school year due to a high rate of students with disabilities educated in separate public and/or private settings. The determination was based on the Annual Data Reports submitted to NJOSEP in December 2003, December 2004 and December 2005. Annual Data Reports submitted to NJOSEP in December 2006, December 2007, and October 2008 indicated a continued pattern of educating a high percentage of students with disabilities in separate special education settings. Based on the Lenape Regional High School District's high percentage of students with disabilities being educated in separate public and/or private settings, the district is required to participate in technical assistance offered by the New Jersey Office of Special Education Programs, for the purpose of continuous improvement, regarding the education of students with disabilities in general education settings with appropriate supports and services. The district is reminded that all placement decisions shall be made in accordance with the New Jersey Administrative Code 6A:14-3.7 and 4.2.

The NJDOE Self-Assessment/Monitoring Process

The first step in the monitoring process was completion of a self-assessment which required the district to review student outcome data and policies, procedures and practices related to federal monitoring priorities. The district was provided with a comparison of district student outcome data to relevant targets established in New Jersey's SPP. Based on the data review, the district identified Areas for Continuous Improvement and Areas of Noncompliance with federal and state regulations related to the priority areas. The self-assessment and improvement plan were submitted to NJOSEP in January 2008.

Following review of the self-assessment and the improvement plan, an onsite monitoring visit was conducted. A review of specific federal and state requirements related to the education of students with disabilities was completed during the visit. The monitoring team reviewed district documents, including district policies and procedures, a sample of student records, master student lists, class lists, other relevant information, and schedules of students, teachers and related service personnel. Interviews were conducted with the district's special education administrators, general education and special education teachers, speech-language specialists and child study team members. Parents of students with disabilities were interviewed by phone.

Monitoring Results

The enclosed Table of Findings details the onsite monitoring results with regard to the following:

Status of improvement plan activities

For each area in need of continuous improvement identified by the district, the status of improvement activities designed to improve student outcomes is provided. If not identified as completed, the district must demonstrate implementation of improvement plan activities in accordance with the timelines delineated in the improvement plan.

Findings of noncompliance identified by the district during the self-assessment

For any finding of noncompliance identified by the district during self-assessment, the status of correction is provided. **Prior to the release of this report, the Lenape**

Regional High School District submitted documentation demonstrating correction of all areas of noncompliance identified during self-assessment.

Findings of noncompliance identified during onsite monitoring

Findings resulting from the onsite monitoring must be corrected within one year of the date of this report. All documentation required to demonstrate completion of corrective action activities must be submitted to the following address in accordance with the timelines listed in the attached Table of Findings:

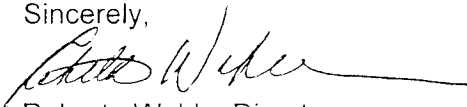
Kenneth Richards
New Jersey Department of Education
Office of Special Education Programs
P.O. Box 500
Trenton, New Jersey 08625-0500

Activities contained in the district's Improvement Plan that were not completed by the time of the onsite monitoring visit must continue to be implemented. NJOSEP will continue to monitor implementation through additional onsite visits and desk audit.

The results of the special education monitoring must be reviewed at the next meeting of the district's Board of Education. A copy of the minutes from the Board of Education meeting documenting the review by the Board must be submitted to the address above.

Questions regarding the attached monitoring report should be directed to Dr. Peggy McDonald at 609-292-7605. NJOSEP appreciates the cooperation of district staff members during the self-assessment/monitoring process.

Sincerely,



Roberta Wohle, Director
Office of Special Education Programs

RW/PMD/KR

Enclosure

c: Division of Field Services
Barbara Gantwerk
Peggy McDonald
Kenneth Richards
Lester Richens
Deborah Magee
Leonard Iannelli

TABLE OF FINDINGS
Special Education Monitoring Results
IDEA 2004 and New Jersey Administrative Code Requirements
Lenape Regional High School District

Section I: TRANSITION TO ADULT LIFE - Noncompliance was not identified in the district's self-assessment.

Areas of Noncompliance Identified during the Onsite Monitoring Visit

Area	Status of Compliance/Corrective Action	Corrective Action Requirements	Documentation Required and Timeline
2) Invitation of students and agencies providing or paying for transition services to IEP meetings [N.J.A.C. 6A:14-2.3(k)2x and 3.7(e)13, 3.7(h); 20 U.S.C. 1414 (d)(1)(A)(i)(1)(VIII); and 34 CFR §300.322.b(2)].	Noncompliance identified during the onsite monitoring visit was verified as corrected during a desk audit conducted on May 5, 2009.	CORRECTED	CORRECTED

Section II: STATEWIDE ASSESSMENT – Noncompliance was not identified during the self-assessment or onsite monitoring.

Area(s) in Need of Continuous Improvement

Area	Status of Improvement Plan
The district developed an improvement plan to ensure alignment of instruction for students with disabilities, educated within or out of district, with the New Jersey Core Curriculum Content Standards.	The district is in the process of implementing its improvement plan.

TABLE OF FINDINGS
Special Education Monitoring Results
IDEA 2004 and New Jersey Administrative Code Requirements
Lenape Regional High School District

Section III: DISCIPLINE - Noncompliance was not identified during self-assessment or onsite monitoring.

Area(s) in Need of Continuous Improvement

Area	Status of Improvement Plan
The district developed an improvement plan to ensure discipline rules and expectations are distributed to students and to ensure that discipline data, including the effectiveness of behavioral supports, are reviewed annually.	The district is in the process of implementing its improvement plan.

Section IV: LEAST RESTRICTIVE ENVIRONMENT - The Lenape Regional High School District was selected for the self-assessment process for the 2006-2007 school year due to a high rate of students with disabilities educated in separate public and/or private settings. The determination was based on the Annual Data Reports submitted to NJOSEP in December 2003, December 2004 and December 2005. Annual Data Reports submitted to NJOSEP in December 2006, December 2007, and October 2008 indicated a continued pattern of educating a high percentage of students with disabilities in separate special education settings. Based on the Lenape Regional High School District's high percentage of students with disabilities being educated in separate public and/or private settings, the district is required to participate in technical assistance offered by the New Jersey Office of Special Education Programs, for the purpose of continuous improvement, regarding the education of students with disabilities in general education settings with appropriate supports and services. The district is reminded that all placement decisions shall be made in accordance with the New Jersey Administrative Code 6A:14-3.7 and 4.2.

TABLE OF FINDINGS
Special Education Monitoring Results
IDEA 2004 and New Jersey Administrative Code Requirements
Lenape Regional High School District

Area(s) in Need of Continuous Improvement

Area	Status of Improvement Plan
<p>The district developed an improvement plan to include special education teachers in grade level and content area team meetings, to provide common planning time for general and special education teachers, and to increase the array of supports available to facilitate inclusion of students with disabilities in general education classrooms.</p> <p>The district also developed a plan to conduct articulation meetings with sending elementary schools to ensure that sufficient information regarding student achievement is obtained for placement in general education classes at Lenape High School by the IEP team.</p>	<p>The district is in the process of implementing its improvement plan. An articulation meeting was conducted with all sending school districts and information was shared regarding the instructional levels of classes at the sending districts and Lenape High School to facilitate appropriate placement in general education classes at Lenape High School.</p>

TABLE OF FINDINGS
Special Education Monitoring Results
IDEA 2004 and New Jersey Administrative Code Requirements
Lenape Regional High School District

Areas of Noncompliance Identified during the Onsite Monitoring Visit

Area	Status of Compliance/Corrective Action	Corrective Action Requirements	Documentation Required and Timeline
<p>2) IEPs shall include an explanation of the extent to which students are educated with non-disabled peers, including participation in nonacademic and extracurricular activities in accordance with N.J.A.C. 6A:14-3.7(e)6 and 34 CFR §300.107.</p>	<p>Review of records and interviews with staff indicated that IEPs, of students removed from general education greater than 20% of the school day, consistently documented the supplemental aides and services considered and the reasons they were rejected, a comparison of the benefits of general education and special education and the potentially beneficial and or harmful effects of a placement (general education) on the student and other students in the class; however, the documentation was not individualized.</p>	<p>The district is required to conduct training for child study team members regarding: (a) the array of supports that may enable students with disabilities to be educated in general education classrooms; and (b) district procedures for ensuring that an explanation of the extent to which students are educated with nondisabled peers is individualized and included in the IEP.</p> <p>The district is directed to conduct IEP review meetings for each student whose IEP was identified as noncompliant by the NJOSEP monitors and ensure that each IEP is revised to include documentation of individualized placement decision making. Names of students whose IEPs were found to be noncompliant by the NJOSEP monitors will be provided to the Director of Special Services.</p>	<p>Copies of training agenda, sign-in sheets to be provided by November 20, 2009.</p> <p>Revised IEPs which must demonstrate correction of noncompliance will be reviewed in February 2010.</p>

TABLE OF FINDINGS
Special Education Monitoring Results
IDEA 2004 and New Jersey Administrative Code Requirements
Lenape Regional High School District

		<p>The district must review the IEPs of all students removed from general education settings for greater than 20% of the school day to ensure that all documentation of placement decision making is individualized. For any IEP where the explanation of the extent to which the student will be educated with nondisabled peers is not individualized, a meeting of the IEP team must be convened to review and revise the IEP.</p> <p>The Director of Special Services is required to conduct oversight activities to ensure correction and ongoing compliance. These activities must include periodic IEP review.</p>	
--	--	---	--

TABLE OF FINDINGS
Special Education Monitoring Results
IDEA 2004 and New Jersey Administrative Code Requirements
Lenape Regional High School District

Section V: PARENT INVOLVEMENT - Noncompliance was not identified during self-assessment or onsite monitoring.

Results of Parent Interviews:

The parents interviewed expressed an overall satisfaction with the district's programs and services. Parents did indicate a need for on-going staff development to assist general education teachers in expanding the instructional strategies and techniques available. Parents reported that communication with instructional staff, case managers and administrators was good.

Section VI: DISPROPORTIONATE REPRESENTATION - Noncompliance was not identified during self-assessment or onsite monitoring.

Area(s) in Need of Continuous Improvement

Areas	Status of Improvement Plan
The district developed an improvement plan to assess the effectiveness of instructional and behavioral interventions and track and analyze interventions in the general education classroom by race and ethnicity.	The district is in the process of implementing its improvement plan.

TABLE OF FINDINGS
Special Education Monitoring Results
IDEA 2004 and New Jersey Administrative Code Requirements
Lenape Regional High School District

Section VII: EVALUATIONS AND REEVALUATION - Noncompliance was not identified during monitoring.

Areas of Noncompliance Identified during Self-Assessment

Area	Status of Compliance/Corrective Action	Corrective Action Requirements	Documentation Required and Timeline
3) The staff of the general education program shall maintain written documentation regarding type, frequency, duration and effectiveness of each intervention used in accordance with N.J.A.C. 6A:14-3.3(c).	Noncompliance identified by the district in its self-assessment was verified as corrected during the onsite monitoring visit.	CORRECTED	CORRECTED

Section VIII: IEP – Noncompliance was not identified during self-assessment.

Areas of Noncompliance Identified during the Onsite Monitoring Visit

Area	Status of Compliance/Corrective Action	Corrective Action Requirements	Documentation Required and Timeline
2) IEPs shall include required considerations and statements in accordance with N.J.A.C. 6A:14-3.7(c)1-11, (e) 1-17, and (f); 20 U.S.C. 1414(d)(3)(A)(B); and 34 CFR §300.324(a)(1)(2).	Noncompliance identified during the onsite monitoring visit was verified as corrected during a desk audit conducted on April 7, 2009.	CORRECTED	CORRECTED

TABLE OF FINDINGS
Special Education Monitoring Results
IDEA 2004 and New Jersey Administrative Code Requirements
Lenape Regional High School District

Section IX: PROGRAMS AND SERVICES – Noncompliance was not identified during self-assessment or onsite monitoring.

All documentation required to demonstrate completion of corrective action activities must be submitted to the following address in accordance with the timelines listed in the above Table of Findings.

Kenneth Richards
New Jersey Department of Education
Office of Special Education Programs
PO Box 500
Trenton, NJ 08625-0500