



State of New Jersey
DEPARTMENT OF EDUCATION
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TRENTON, NJ 08625-0500

CHRIS CHRISTIE
Governor

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Lt. Governor

BRET SCHUNDLER
Commissioner

July 6, 2010

Dr. Thomas McMahon, Superintendent
Willingboro Public School
440 Beverly-Rancocas Road
Willingboro, New Jersey 08046

Subject: Special Education Monitoring - Willingboro School District

Dear Dr. McMahon

This correspondence has been sent to inform you of the results of the New Jersey Department of Education, Office of Special Education Programs' monitoring regarding the Willingboro School District's implementation of federal and state special education requirements. Between November 2008 and the present, the New Jersey Department of Education, Office of Special Education Programs (NJOSPEP), conducted onsite monitoring visits, verification visits and desk audits in the Willingboro School District to determine compliance with federal and state special education requirements. The members of the monitoring team were Patricia Fair, Caryl Carthew and Kenneth Richards.

The special education monitoring system is data driven and aligned with the federally required 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***

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- *Individualized Education Program*
- *Programs and Services*

The Willingboro School District was selected for the self-assessment/monitoring process based on trend data that indicated: (a) disproportionate representation of specific racial/ethnic groups determined eligible for special education; and (b) a high percentage of students with disabilities placed in separate public and private special education settings. (See Sections IV and VI – Table of Findings).

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. NJOSEP will continue to monitor implementation of the continuous improvement plan through additional onsite visits and desk audit.

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 Willingboro School District submitted documentation demonstrating correction for 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.

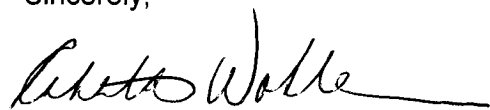
The results of the special education monitoring must be reviewed at the next meeting of the district's Board of Education. A copy of the minutes from the Board of Education meeting documenting the review by the Board must be submitted to the following address:

Ms. Patricia Fair, State Monitor
New Jersey Department of Education
Office of Special Education Programs
Finlaw Building 4th Floor
199 East Broadway
Salem, NJ 08079

Questions regarding the monitoring report should be directed to Dr. Peggy McDonald, manager of the Bureau of Program Accountability, at 609-292-7605.

NJOSEP appreciates the cooperation of district staff members during the self-assessment/monitoring process.

Sincerely,

A handwritten signature in black ink, appearing to read "Roberta Wohle", with a long horizontal flourish extending to the right.

Roberta Wohle, Director
Office of Special Education Programs

RW/PMD/PF/rm

Enclosure

c: Division of Education System Efficiency
Barbara Gantwerk
Peggy McDonald
Patricia Fair
Lester Richens
Debbie Magee
Thomas Sullivan

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

Section I: TRANSITION TO ADULT LIFE

Area(s) in Need of Continuous Improvement

Area	Status of Improvement Plan
The district developed improvement plan activities to expand transition services for students, ages 14 and above, to facilitate student movement from school to post school activities.	The district is in the process of implementing its improvement plan in accordance with the established timelines. Case managers were provided with professional development regarding transition planning and required IEP documentation.

Areas of Noncompliance Identified during the Onsite Monitoring Visit

Area	Status of Compliance/Corrective Action	Corrective Action Requirements	Documentation Required and Timeline
1) Individualized Education Program (IEP) requirements for students, ages 16 and above [N.J.A.C. 6A:14-3.7(e)12; 20 U.S.C. 1414(d)(1)(A)(i)(VIII); and 34 CFR §300.320(b) and (c)].	Noncompliance identified during the onsite monitoring visit was verified as corrected during an onsite verification visit conducted on December 14, 2009.	CORRECTED	CORRECTED
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 an onsite verification visit conducted on December 14, 2009.	CORRECTED	CORRECTED
4) A summary of academic achievement and functional performance shall be provided to each student prior to graduation, in accordance with N.J.A.C. 6A:14-4.11(b)4; 20 U.S.C. 1414(c)(5)(B); and 34 CFR §300.305 (e)(3).	Noncompliance identified during the onsite monitoring visit was verified as corrected during an onsite verification visit conducted on December 14, 2009.	CORRECTED	CORRECTED

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

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

Section III: DISCIPLINE

Areas of Noncompliance Identified during Self-Assessment

Area	Status of Compliance/Corrective Action	Corrective Action Requirements	Documentation Required and Timeline
1b) The case manager and parent shall be notified in writing of suspension/expulsion of a student with a disability at time of removal, in accordance with N.J.A.C. 6A:14-2.8(a); 20 U.S.C. 1415(k)(1)(A)(H); and 34 CFR §300.530(h).	Noncompliance identified by the district in its self-assessment was verified as corrected during a desk audit conducted on June 22, 2009.	CORRECTED	CORRECTED

Areas of Noncompliance Identified during the Onsite Monitoring Visit

Area	Status of Compliance/Corrective Action	Corrective Action Requirements	Documentation Required and Timeline
2) Removals of a student with a disability from his/her placement for disciplinary reasons constitutes a change in placement if the removal is more than 10 consecutive days or a series of short-term removals that accumulate to more than 10 days and constitute a pattern, in accordance with N.J.A.C. 6A:14-2.8(e); 20 U.S.C. 1415(k)(1)(D); and 34 CFR §300.530(d).	Review of records and interviews with staff indicated that when a series of short term removals accumulated to more than 10 days, it was not consistently determined whether the removals constituted a change of placement. Noncompliance was due to lack of implementation of district procedures.	<p>The district is directed to conduct training for child study team members and administrators regarding district procedures for determining whether a series of removals constitutes a change in placement.</p> <p>The Director of Special Services is directed to conduct oversight activities, that include periodic review of student files, to ensure correction and ongoing compliance.</p>	<p>Copies of training agenda and sign-in sheets to be provided by October 1, 2010</p> <p>Onsite verification will be conducted in January 2011</p>

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

<p>6) When it is determined that a removal of a student with a disability constitutes a change of placement, the relevant IEP team members and the parent shall meet to determine if the conduct was a manifestation of the student's disability, in accordance with N.J.A.C. 6A:14-Appendix A and 20USC§1415(k)(1)(E)i.</p>	<p>Review of procedures and interview with staff members indicated that district procedures did not include the required factors that must be considered when determining whether student conduct was a manifestation of the student's disability. The procedures did not include a discussion of whether the conduct was: 1) caused by, or was in direct and substantial relationship to, the child's disability; or 2) a direct result of the LEA's failure to implement the IEP.</p>	<p>The district is directed to revise its procedures to include the documentation of all required considerations when relevant IEP team members conduct a manifestation determination.</p> <p>The district is directed to conduct training with administrators and child study team members regarding revised district procedures.</p> <p>The Director of Special Services is directed to conduct oversight activities that include periodic review of student files to ensure correction and ongoing compliance.</p>	<p>Copy of written procedures, training agenda and sign-in sheet to be provided by October 1, 2010</p> <p>Onsite verification will begin January 2011</p>
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Section IV: LEAST RESTRICTIVE ENVIRONMENT - Noncompliance was not identified during self-assessment.

The Willingboro School District was selected for the self-assessment process due to trend data (December 2003, 2004, 2005) indicating a high percentage of students with disabilities placed in separate public and private settings. The district submitted data in October 2009 for the Annual Data Report demonstrating a decrease in the public and private separate placement rate to 7%. The district met the state SPP target of 8% for this placement category for the 2009-2010 school year. 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.

Area(s) in Need of Continuous Improvement

Area	Status of Improvement Plan
<p>The district developed improvement plan activities to increase differentiated instruction practices and supplementary aides and services within each building to support students with disabilities within general education programs.</p>	<p>The district is in the process of implementing its improvement plan in accordance with the established timelines. Read 180 and Star Math were implemented across all schools to provide additional supports for students with disabilities placed in general education classrooms.</p>

TABLE OF FINDINGS
Special Education Monitoring Results
IDEA 2004 and New Jersey Administrative Code Requirements
Willingboro 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 with disabilities are educated with nondisabled 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 did not consistently document the supplemental aids 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 harmful effects of a placement (general education) on the student or other students in the class. In IEPs where there was documentation, the LRE statement was not individualized. Noncompliance was due to lack of implementation of district procedures.</p>	<p>The district is directed 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>Copies of the training agenda and sign-in sheets to be provided by October 1, 2010</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 complete 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>The district is directed to review the IEPs of all students removed from general education settings for greater than 20% of the school day to ensure that all</p>	<p>Revised IEPs, which must demonstrate correction of noncompliance, will be reviewed onsite beginning January 2011</p> <p>A sample of IEPs will be reviewed onsite beginning January 2011</p>

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

		documentation of placement decision making is complete. For any IEP where the explanation of the extent to which the student will be educated with nondisabled peers is incomplete, a meeting of the IEP team must be convened to review and revise the IEP. The Director of Special Services is directed to conduct oversight activities to ensure correction and ongoing compliance. These activities must include periodic IEP review.	
4) For students in a separate setting, IEPs shall include activities to transition students to a less restrictive environment, in accordance with N.J.A.C. 6A:14-4.2(a)4.	Review of records and interviews with staff indicated that the district did not have procedures to ensure that IEPs for students with disabilities, educated in separate public or private settings, included activities to transition students to less restrictive environments.	The district is directed to develop procedures and conduct training for child study team members regarding the newly developed procedures pertaining to the requirement that IEPs include activities to transition students to less restrictive environments.	Copy of written procedures agenda and sign in sheet to be provided to NJOSEP by October 1, 2010
		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 activities to transition the student to a less restrictive environment. Names of students whose IEPs were found to be noncompliant by the NJOSEP monitors will be provided to the Director of Special Services.	Revised IEPs, which must demonstrate correction of noncompliance, will be reviewed onsite beginning in January 2011

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

		<p>The district is directed to 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 complete. For any IEP where activities to transition the student to a less restrictive environment are not included, a meeting of the IEP team must be convened to review and revise the IEP.</p> <p>The Director of Special Services is directed to conduct oversight activities that include periodic review of students IEPs to ensure correction and ongoing compliance.</p>	<p>A sample of IEPs will be reviewed onsite beginning in January 2011</p>
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Section V: PARENT INVOLVEMENT - 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
<p>1) Parents shall be given written notice of a meeting containing all the required components, in accordance with N.J.A.C. 6A:14-2.3(k)3 and 5; 20 U.S.C. 1414(b)(1); and 34 CFR §300.304(a).</p>	<p>Noncompliance identified during the onsite monitoring visit was verified as corrected during an onsite verification visit conducted on December 14, 2009.</p>	<p style="text-align: center;">CORRECTED</p>	<p style="text-align: center;">CORRECTED</p>

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

2) Written notice, which includes required components, shall be provided to parents following meetings, in accordance with N.J.A.C. 6A:14-2.3(f) and 2.3(g)1-7; 20 U.S.C. 1414(b)(1)(c)(4)(A); and 34 CFR §300.304(a)(4) and §300.305(a).	Noncompliance identified during the onsite monitoring visit was verified as corrected during an onsite verification visit conducted on December 14, 2009.	CORRECTED	CORRECTED
6) Each district shall ensure that a Special Education Parent Advisory group is in place in the district, in accordance with N.J.A.C. 6A:14-1.2(h).	Noncompliance identified during the onsite monitoring visit was verified as corrected during an onsite verification visit conducted on December 14, 2009.	CORRECTED	CORRECTED
Section VI: DISPROPORTIONATE REPRESENTATION – Noncompliance was not identified during self-assessment or the onsite monitoring visit.			
The Willingboro School District was selected for the self-assessment process due to trend data (December 2003, 2004, 2005, 2006) indicating a disproportionate representation of a specific racial/ethnic group (i.e. Black – all disabilities) with respect to eligibility determinations for special education. During the monitoring process it was determined that the disproportionality was not due to inappropriate identification. Analyses of district data for 2007, 2008, 2009 reveals that the pattern of disproportionality is no longer evident.			
Area(s) in Need of Continuous Improvement			
Areas	Status of Improvement Plan		
The district developed a plan to collect and analyze intervention data and referral and eligibility rates by race/ethnicity as a means of providing oversight regarding potential disparities among racial/ethnic groups.	The district is in the process of implementing its improvement plan activities in accordance with the established timelines.		

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

Section VII: EVALUATION AND REEVALUATION

Areas of Noncompliance Identified during Self-Assessment

Area	Status of Compliance/Corrective Action	Corrective Action Requirements	Documentation Required and Timeline
2) Interventions in the general education setting shall be provided to students exhibiting academic difficulties and shall be utilized, as appropriate, prior to referring a student for an evaluation, in accordance with N.J.A.C. 6A:14-3.3(b); 20 U.S.C. 1413(f)(2); and 34 CFR §300.226(b).	Noncompliance identified by the district in the self-assessment was verified as corrected during a desk audit conducted on June 22, 2009.	CORRECTED	CORRECTED
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 the self-assessment was verified as corrected during a desk audit conducted on June 22, 2009.	CORRECTED	CORRECTED
7) The district shall obtain consent from the parent or adult student, at required times, in accordance with N.J.A.C. 6A:14-2.3(a); 20 U.S.C. 1414(a)(1)(D); and 34 CFR §300.300(a).	Noncompliance identified by the district in the self-assessment was verified as corrected during a desk audit conducted on June 22, 2009.	CORRECTED	CORRECTED
11) Reevaluation planning meetings shall include required participants, in accordance with N.J.A.C. 6A:14-2.3(k)2(i-x); 20 U.S.C. 1414(c)(1)(A)(i); and 34 CFR §300.305(a).	Noncompliance identified by the district in the self-assessment was verified as corrected during a desk audit conducted on June 22, 2009.	CORRECTED	CORRECTED

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

14) Each child study team member shall certify in writing whether his or her report reflects his or her conclusion of eligibility of the student, in accordance with N.J.A.C. 6A:14-3.4(h)5.	Noncompliance identified by the district in the self-assessment was verified as corrected during a desk audit conducted on June 22, 2009.	CORRECTED	CORRECTED
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Areas of Noncompliance Identified during the Onsite Monitoring Visit

Area	Status of Compliance/Corrective Action	Corrective Action Requirements	Documentation Required and Timeline
4) Within 20 calendar days of receipt of the written request for an evaluation, the district shall convene a meeting with required participants, in accordance with N.J.A.C. 6A:14-3.3(e).	Review of records and interviews with staff members indicated that the district did not ensure that an initial evaluation meeting was consistently convened within 20 calendar days of receipt of a written request for an evaluation. Noncompliance was due to lack of implementation of district procedures.	<p>The district is directed to conduct training for child study team members and speech-language specialists regarding procedures for conducting identification meetings.</p> <p>The Director of Special Services is directed to conduct oversight activities to ensure correction and ongoing compliance.</p>	<p>Copies of the training agenda and sign-in sheets to be provided to NJOSEP by October 1, 2010</p> <p>Copies of referrals, notices of meetings and identification</p>
			<p>meeting sign-in sheets for (3) students, for whom an initial evaluation was conducted, from each of the following schools: High School, Levitt, Memorial, Garfield East and Stuart to be provided by December 17, 2010</p>

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

<p>5) A vision and audiometric screening shall be conducted for every student referred to the child study team for evaluation. The school nurse shall review and summarize available health and medical information and transmit the summary to the child study team, in accordance with N.J.A.C. 6A:14-3.4(j).</p>	<p>Review of records and interviews with staff indicated that the district did not consistently implement procedures for ensuring that health summaries and vision and hearing screening results are consistently transmitted to the child study team for consideration at the identification meetings. Noncompliance was due to lack of implementation of district procedures.</p>	<p>The Director of Special Services is directed to conduct training for child study team members and school nurses regarding the provision of health summaries and hearing and vision screening results to the child study team prior to identification meetings.</p> <p>The Director of Special Services is directed to periodically review files to ensure correction and ongoing compliance.</p>	<p>Copies of training agenda and sign-in sheets to be provided to NJOSEP by October 1, 2010</p>
			<p>Copies of health summaries/vision with hearing screenings and written notice following the identification meeting for (3) students, for whom an initial evaluation was conducted during this school year, at the following schools: High School, Levitt Memorial, Garfield East and Stuart to be provided by December 17, 2010</p>

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

<p>8) Evaluations shall be conducted by a multi-disciplinary team, in accordance with N.J.A.C.6A:14-2.5(b)6 and 3.6(b).</p>	<p>Review of records and interviews with staff members indicated that the district does not have procedures to ensure that all speech and language initial evaluations include the educational impact statement from the classroom teacher, which would meet the criteria for a multidisciplinary evaluation.</p>	<p>The Director of Special Services is directed to develop written procedures and conduct training for speech-language specialists to ensure that initial evaluations include the educational impact statement from the classroom teacher. The Director of Special Services is directed to periodically review student files to ensure correction and ongoing compliance</p>	<p>Copies of written procedures, training agenda, sign-in sheets and initial evaluation reports for 3 students referred for speech and language services from Levitt, Memorial, Garfield East and Stuart, to be provided by October 1, 2010</p>
<p>9) Each evaluation of a student shall include functional assessment, in accordance with N.J.A.C. 6A:14-3.4(f)4(i-vi); 20 U.S.C. 1414(b)(4) and (5); and 34 CFR §300.306(c)(i).</p>	<p>Review of records and interview with staff members indicated that initial evaluations did not consistently include all required components of a functional assessment. Noncompliance was due to lack of implementation of district procedures.</p>	<p>The Director of Special Services is directed to conduct training with child study team members and speech-language specialists regarding procedures for functional assessment.</p>	<p>Copies of written procedures, training agenda, sign-in sheets, and initial evaluation reports for (3) students referred for special education and (3) students for speech and language services from each of the following schools: Levitt, Memorial, Garfield East and Stuart, to be provided by October 1, 2010</p>
		<p>The Director of Special Services is directed to conduct oversight activities to ensure correction and ongoing compliance.</p>	

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

<p>10) Within three years of the previous classification, a multi-disciplinary reevaluation shall be completed, in accordance with N.J.A.C. 6A:14-3.8(a) and 20 U.S.C. 1414(a)(2)(B)(ii).</p>	<p>Review of records and interviews with staff members indicated that reevaluations were not consistently completed within the required three year timeline. Noncompliance was due to lack of implementation of district procedures.</p>	<p>The Director of Special Services is directed to conduct training for child study team members and speech-language specialists regarding district procedures for conducting reevaluations.</p> <p>The Director of Special Services is directed to periodically review student files and evaluation logs from the district's electronic tracking system to ensure correction and ongoing compliance.</p>	<p>Copies of written procedures, training agenda, sign-in sheets, and reevaluation logs for all students eligible for special education and related services and speech and language services to be provided by October 1, 2010</p>
<p>15) A copy of the evaluation report(s) and documentation that will be used to determine eligibility shall be given to the parent or adult student not less than 10 calendar days prior to the eligibility meeting, in accordance with N.J.A.C. 6A:14-3.5(a); 20 U.S.C. 1414(b)(4); and 34 CFR §300.306(a).</p>	<p>Review of records and interviews with staff members indicated that the district did not implement procedures to ensure that parents are provided a copy of evaluation report(s) not less than 10 calendar days prior to an eligibility meeting for students evaluated for special education and related services and students evaluated for speech and language services.</p>	<p>The district is directed to conduct training for child study team members and speech and language specialists regarding procedures for providing a copy of evaluation report(s) not less than 10 calendar days prior to the eligibility meeting.</p> <p>The Director of Special Services is directed to periodically review student files to ensure correction and ongoing compliance.</p>	<p>Copies of written procedures, training agenda, sign-in sheets and notices of eligibility determination meetings, meeting attendance sheets and dated documentation of provision of reports to parents for 3 students involved in the initial evaluation process from each of the following schools: High School, Levitt, Memorial, Garfield East and Stuart to be provided by October 1, 2010</p>

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

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
<p>1) IEP meetings shall be held with an appropriately configured IEP team in accordance with N.J.A.C. 6A:14-2.3(k)2(i-x)1; 20 U.S.C. 1414(d)(1)(B); and 34 CFR §300.321(a).</p>	<p>Review of records and interviews with staff members indicated that the district did not have procedures to ensure that the required participants attend IEP meetings for students eligible for special education and related services and students eligible for speech - language services.</p>	<p>The district is directed to develop written procedures and conduct training for child study team members and speech-language specialists regarding the requirement to conduct IEP meetings with mandated participants and to maintain documentation of their participation.</p> <p>The Director of Special Services is required to periodically review students' files to ensure correction and ongoing compliance.</p>	<p>Copies of written procedures; training agenda; sign-in sheets, to be provided by October 1, 2010</p> <p>Onsite verification will be conducted beginning January 2011</p>
<p>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).</p>	<p>Review of records and interviews with staff members indicated that IEPs for students receiving speech-language services did not contain all required considerations and statements. Noncompliance was due to lack of district procedures.</p>	<p>The district revised its procedures for developing IEPs for students receiving speech-language services. In September 2009, the district implemented an electronic IEP system which is formatted to include all required IEP components.</p> <p>The district conducted training for staff members regarding IEP development procedures.</p>	<p>Onsite verification will be conducted beginning January 2011</p>

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

		The Director of Special Services is directed to periodically review students' IEPs to ensure correction and ongoing compliance.	
3) IEP meetings shall be conducted annually, or more often if necessary, to review and/or revise the IEP and determine placement, in accordance with N.J.A.C. 6A:14-3.7(i); 20 U.S.C. 1414(d); and 34 CFR §300.324(b)(1).	Review of records and interviews with staff members indicated that the district did not implement procedures to ensure that for students eligible for speech-language services, IEP meetings are conducted annually or more often if necessary. Noncompliance was due to lack of implementation of district procedures.	<p>The district conducted training for child study team members and speech-language specialists regarding district procedures for monitoring timelines for conducting annual reviews.</p> <p>The district is directed to identify the most recent IEP meeting date for each student eligible for speech-language services and ensure that a review of the IEP is conducted within one year of that date.</p> <p>The Director of Special Services is directed to periodically review students' files to ensure correction and ongoing compliance.</p>	<p>Copies of training agenda and sign-in sheets to be provided by October 1, 2010</p> <p>Onsite verification will be conducted beginning in January 2011</p>
6) IEPs shall be implemented as written, in accordance with 20 U.S.C. § 1412 (a)(16)(D).	<p>Review of records and interview with staff members indicated that IEPs for students receiving speech -language services were not consistently implemented as written. District staff members indicated during interviews that noncompliance was due to a lack of sufficient speech-language specialists.</p> <p>The district hired additional staff members in the Summer and Fall of 2009 and provided compensatory services to students who had not received services as per their IEPs.</p>	CORRECTED	CORRECTED

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

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

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.

Ms. Patricia Fair, State Monitor
New Jersey Department of Education
Office of Special Education Programs
Finlaw Building 4th Floor
199 East Broadway
Salem, NJ 08079