

STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION
PO BOX 500
TRENTON, NJ 08625-0500

LINCOLN PARK SCHOOL DISTRICT
92 RYERSON ROAD
LINCOLN PARK, NJ 07035
PHONE: (973) 696-5500



New Jersey K-12 Education

CONSOLIDATED MONITORING REPORT
MARCH 2017

District: Lincoln Park School District
County: Morris
Dates On-Site: February 7, and 8, 2017
Case #: CM-041-16

FUNDING SOURCES

IDEA Basic	\$248,080
IDEA Preschool	8,892
Total Funds	<u>\$256,972</u>

**LINCOLN PARK SCHOOL DISTRICT
CONSOLIDATED MONITORING REPORT
MARCH 2017**

GENERAL OVERVIEW OF USES OF IDEA FUNDS

IDEA Projects

A majority of the FY 2017 IDEA Basic Funds are being used to reduce district tuition cost for students receiving special education services in other public school districts and approved private schools for students with disabilities. Funds were also used by the district for purchasing instructional supplies/materials and for contracted related service providers.

DETAILED FINDINGS AND RECOMMENDATIONS

IDEA

A review of the expenditures charged to the IDEA grant did not yield any findings.

IDEA (Special Education)

Finding 1: The district did not consistently document the attendance of required participants during identification meetings and IEP meetings for students eligible for special education and related services.

Citation: N.J.A.C. 6A:14-2.3(k); 20 U.S.C. §1414(d)(1)(B); and 34 CFR §300.321(a).

Required Action: The district must ensure identification, eligibility and IEP meetings are conducted with required participants and that documentation of attendance and/or written parental consent to excuse a member of the team is maintained in student's records. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the requirements in the citations listed above. A monitor from the NJDOE will conduct an on-site visit to interview staff, review documentation of participants at meetings conducted between June 2017 and October 2017, and to review the oversight procedures.

Finding 2: The district did not consistently document in the IEPs of students removed from the general education setting for more than 20 percent of the school day, including students placed in separate settings, consideration of placement in the least restrictive environment. Specifically, IEPs did not consistently include the potentially beneficial or harmful effects which a placement in general education may have on the students with disabilities or other students in the class.

Citation: N.J.A.C. 6A:14-4.2 (a)8,(ii) and (iii) and 3.7(k).

Required Action: The district must ensure when determining the educational placement of a child with a disability, the IEP team considers the general education class first and that all required decisions regarding the placement are documented in the IEP for each student removed from general education for more than 20 percent of the school day. In order to demonstrate correction of noncompliance, the district must conduct training for child study

**LINCOLN PARK SCHOOL DISTRICT
CONSOLIDATED MONITORING REPORT
MARCH 2017**

team members regarding the district's procedures and develop an oversight mechanism to ensure compliance with the requirements in the citations listed above. To demonstrate that the district has corrected the individual instances of noncompliance, the district must conduct annual review meetings and revise the IEPs for specific students with IEPs that were identified as noncompliant. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEPs along with a random sample of additional IEPs developed at meetings conducted between June 2017 and October 2017, and to review the oversight procedures. The names of the students whose IEPs were identified as noncompliant will be provided to the district by the monitor.

Finding 3: The district did not consistently complete transition planning for students ages 14 and above and document decisions in the IEP. IEPs did not consistently include evidence of the following:

- student invitation to attend his/her own IEP meeting beginning at age 14;
- a statement of the student's strengths, interests, and preferences;
- a description of the need for consultation with other agencies, if applicable;
- the name or position of a staff person responsible to serve as a liaison to post-secondary resources; and
- a statement of needed interagency linkage and responsibilities.

Citation: N.J.A.C. 6A:14-2.3(k)2x, and 3.7(e)11.

Required Action: The district must ensure the IEPs for students age 14 and above include all required components. In order to demonstrate correction of noncompliance, the district must conduct training for child study team members and develop an oversight mechanism to ensure compliance with the requirements in the citations listed above. To demonstrate that the district has corrected the individual instances of noncompliance, the district must conduct annual review meetings and revise IEPs for specific students whose IEPs were identified as noncompliant. A monitor from the NJDOE will conduct an on-site visit to interview staff, review the revised IEPs along with a sample of IEPs of students age 14 and over developed at meetings conducted between June 2017 and October 2017, and to review the oversight procedures.

Finding 4: The district did not consistently conduct multidisciplinary initial evaluations for students referred for speech-language services by obtaining an educational impact statement from the classroom teacher.

Citation: N.J.A.C. 6A:14-2.5(b)6 and 3.6(b).

Required Action: The district must ensure a multidisciplinary evaluation is conducted for students referred for speech-language services by obtaining a written statement from the general education teacher that details the educational impact of the speech problem on the student's progress in general education. In order to demonstrate correction of