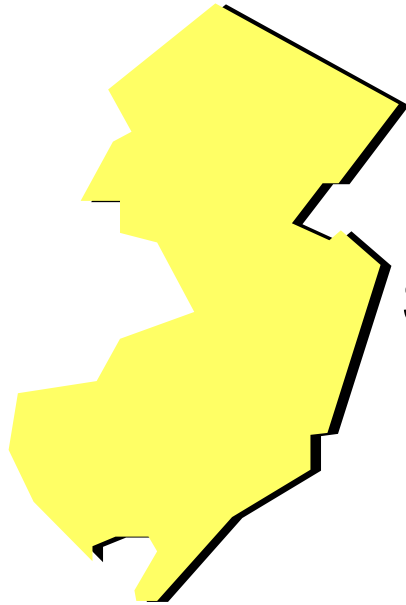


New Jersey Department of Education  
Office of Special Education Programs  
&  
Statewide Parent Advocacy Network (SPAN)



Parent Involvement  
in  
Special Education Monitoring  
2008-2009  
Cohort 3

Teleconference  
Presented on  
December 2, 2008





# Conference Call Agenda

- Individuals with Disabilities Education Act of 2004 (IDEA 2004)– Monitoring Requirements
- New Jersey Department of Education –(NJDOE) General Supervision
- Special Education Monitoring in NJ – Selection of Districts and Process
- Parent Participation – How Can You Participate in this Process?



# IDEA Regulations – Monitoring Focus

- Improving educational results and functional outcomes for all children with disabilities; and
- Ensuring that public agencies meet the program requirements under Part B of IDEA, with a particular emphasis on those requirements that are most closely related to improving educational results for children with disabilities.



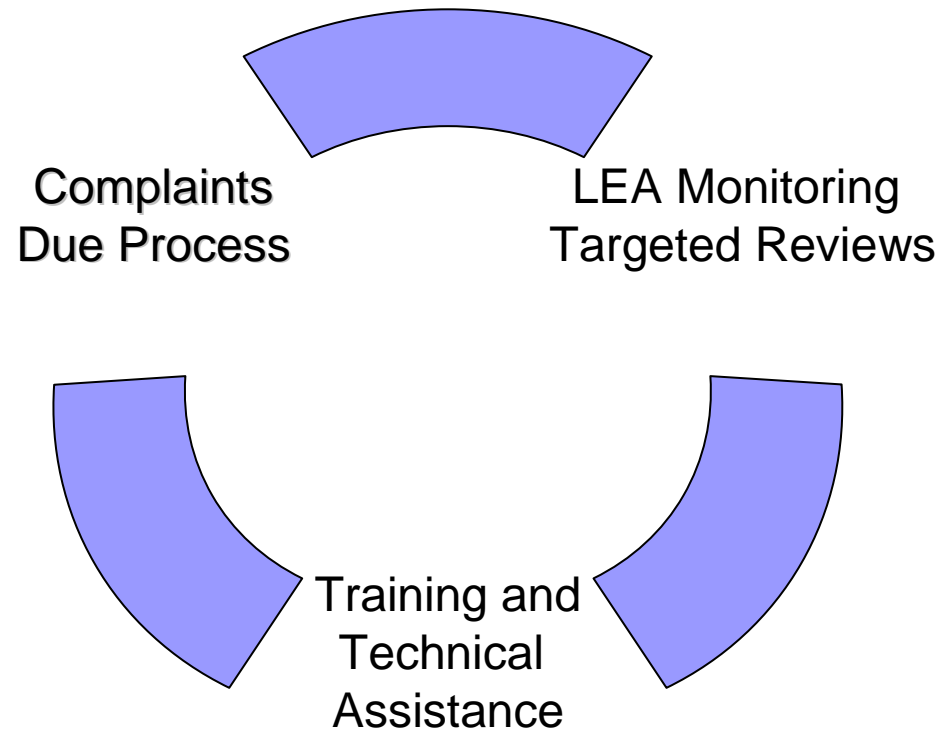
# IDEA - Regulations

34 CFR 300.600(a) requires that a state:

- Monitor the implementation of Part B
- Enforce, and
- Report annually on performance



# New Jersey's General Supervision Mechanisms





# Selection of LEAs (Districts and Charter Schools) for Monitoring

All districts and charter schools will participate in monitoring **once** during the 2006-2007 to 2010-2011 cycle



# Selection of LEAs for Monitoring- Cohort 3

1. Districts with the greatest percentage of students with disabilities being educated in separate public and private educational settings relative to other districts in the population cohort and no reduction in this rate from the previous year; and/or
2. Districts with disproportionate representation of specific racial and ethnic groups receiving special education programs and services; or
3. Districts randomly selected



# LEA Monitoring Process

- ***Fall 2008:*** Identification of districts for self-assessment Training and technical assistance in conducting self-assessment (October 2008)
- ***November 2008:*** Selection of members of steering committees by LEAs



# LEA Monitoring Process

- ***Nov '08-May '09***: Self-assessment by LEAs to
  - Identify areas in need of **continuous improvement**
  - Identify areas of **noncompliance**
  - Development of improvement plans to make progress toward SPP targets



# LEA Monitoring Process

- ***May 1, 2009:*** Submission of self-assessment and if required, improvement plan, by district to NJOSEP
- ***June-July 2009:*** Letter to district acknowledging Self-Assessment Results
- ***Nov '09-Feb '10:*** Onsite and Desk Audit Verification of Correction of Noncompliance and Implementation of Improvement Plans
- ***Spring '10:*** Public Reporting of Monitoring/Verification Results



# Parent Participation

- Self-Assessment

- Self-Assessment Steering Committee
- Parent Group Representative and at least one additional parent will participate on committee
- Public Meeting

- Parent Survey

- Statewide Survey
- <http://www.nj.gov/education/specialed/info/spp/survey.shtml>



# Parent Participation

- Onsite Monitoring and Verification
  - Parents will participate as members of some monitoring teams




# Parent Participation

- Board of Education Meeting
  - Review of Improvement Plan Prior to Submission



# Self-Assessment – Prioritized Areas


- Transition to Adult Life
- Sections 1-8
  - Sections 1,2,3,5:
    - **Continuous Improvement** –Review of Data Related to State Performance Plan (SPP) Indicators
    - **Compliance** – Review of IDEA/NJAC Requirements Related to SPP Indicators
  - Sections 4,6,7,8:
    - **Compliance** – Review of IDEA/NJAC Requirements Related to SPP Indicators



# Self-Assessment Sections 2008-2009

<http://www.nj.gov/education/specialed/mon/>

1. Transition to Adult Life
2. Statewide Assessment
3. Placement in the Least Restrictive Environment
4. Parent Involvement



# Self-Assessment Sections 2008-2009

5. Disproportionate Representation of Racial Ethnic Groups in Special Education
6. Evaluation and Reevaluation
7. IEP
8. Programs and Services



# Continuous Improvement

- Based on district's student outcome data related to SPP Indicators – USDOE Priorities
- Asks districts to identify if specific practices are implemented in the district to **improve student outcomes in the priority area**
  - E.g.: The school district provides the parents and student with all needed assistance to apply for eligibility with needed community resources (DVRS, DDD, SSA, etc.). (Y/N)
- Asks districts to select prioritized practices that may improve student outcome data for the improvement plan
- Requires districts that have not met state SPP targets to develop an improvement plan




# Compliance

- Asks districts to review policies, procedures, implementation of procedures and oversight to determine if the requirements of IDEA 2004 and N.J.A.C. 6A:14 **related** to SPP Indicators are being implemented in the district.
  - E.g.: If a purpose of the (IEP) meeting is to consider transition services, the student with disabilities and a representative of any other agency that is likely to be responsible for providing or paying for transition services shall be invited to attend ...
- All requirements that are not being implemented must be corrected **within one year of identification.**



# Determining Compliance or Noncompliance

- Does the district have required and appropriate **policies/procedures**?
- Have the appropriate staff members received **training** in the policies or procedures?
- Do district staff members **implement** (and document) these policies/procedures in a consistent manner?
- Does the district have an **oversight mechanism** to ensure the consistent and accurate implementation of the procedures?



# Submission – May 1, 2009

- Completed Self-Assessment

- Sections 1,2,3,5:

- Completed Continuous Improvement Questionnaires
    - Improvement Plan Activities for Continuous Improvement, if required
    - Completed Compliance Review

- Sections 4,6,7,8:

- Completed Compliance Review

Signed Board of Education Approval

Invoice with Backup for Reimbursement



# Disproportionality

- Districts identified for self-assessment participation due to disproportionate representation of racial/ethnic groups in special education and related services:
  - Completed Disproportionality Section must be submitted by December 5, 2008.



# Transition Review

- Each district with students age 16 and above enrolled must submit 15 current IEPs by December 5, 2008 to their team leader. IEPs must
  - Include 3 students placed out of district
  - Include 3 students with significant cognitive disabilities
  - Include representation of various racial/ethnic groups
  - Include representation of various disability categories



# Sanctions - IDEA 2004

- NJDOE will determine if LEAs
  - Meet Requirements
  - Need Assistance
  - Need Intervention
  - Need Substantial Intervention



# Enforcement Actions

- Advise the district of available technical assistance to address identified areas of need
- Direct the use of IDEA funds under Section 611(e) of the Act on the area or areas in which the LEA needs assistance
- Identify the district as needs intervention and impose special conditions on the district's grant under Part B of the Act



# Contacts for Questions and Resources

- Debra Jennings, Executive Co-Director,
  - Statewide Parent Advocacy Network (SPAN)
  - (800) 654-SPAN (7726)
  - [www.spannj.org](http://www.spannj.org)
- Peggy McDonald, Manager, Bureau of Program Accountability
  - NJDOE, New Jersey Office of Special Education Programs
  - (609) 633-6956
  - NJDOE [www.state.nj.us/education](http://www.state.nj.us/education)
- SPP/APR: <http://www.nj.gov/education/specialed/mon/>
- Self-Assessment Document:  
[http://www.nj.gov/education/specialed/mon/self\\_assessment.doc](http://www.nj.gov/education/specialed/mon/self_assessment.doc)