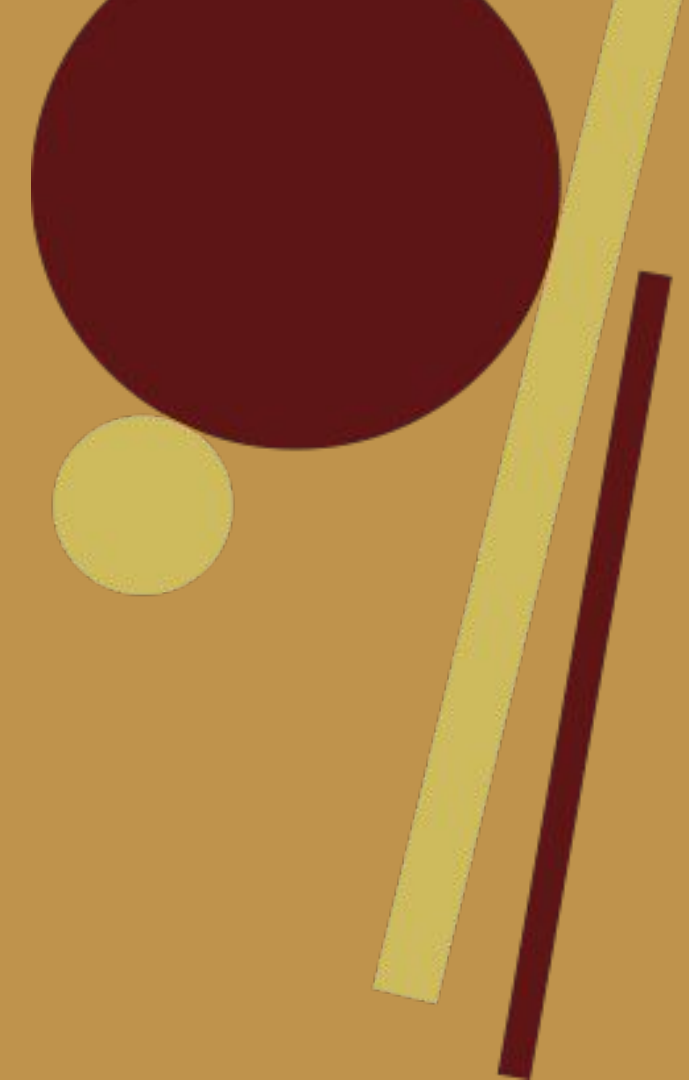


Mount Olive Township School District



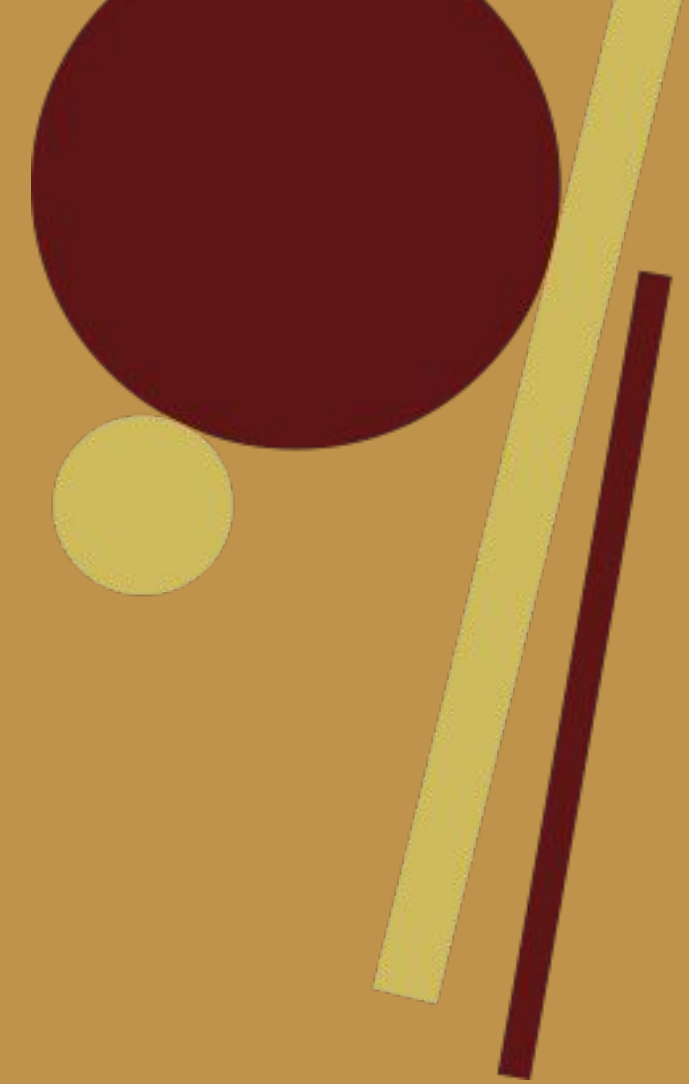
Special Education Audit
2024-25 School Year

Audit Purpose

The purpose of this legal audit was to evaluate our special education department's organizational, programmatic, policy, procedural, resource allocation, and service delivery factors for compliance and best practices.

The audit process involved a comprehensive review of special education files, a review of state data reports, and consultation with administrators.

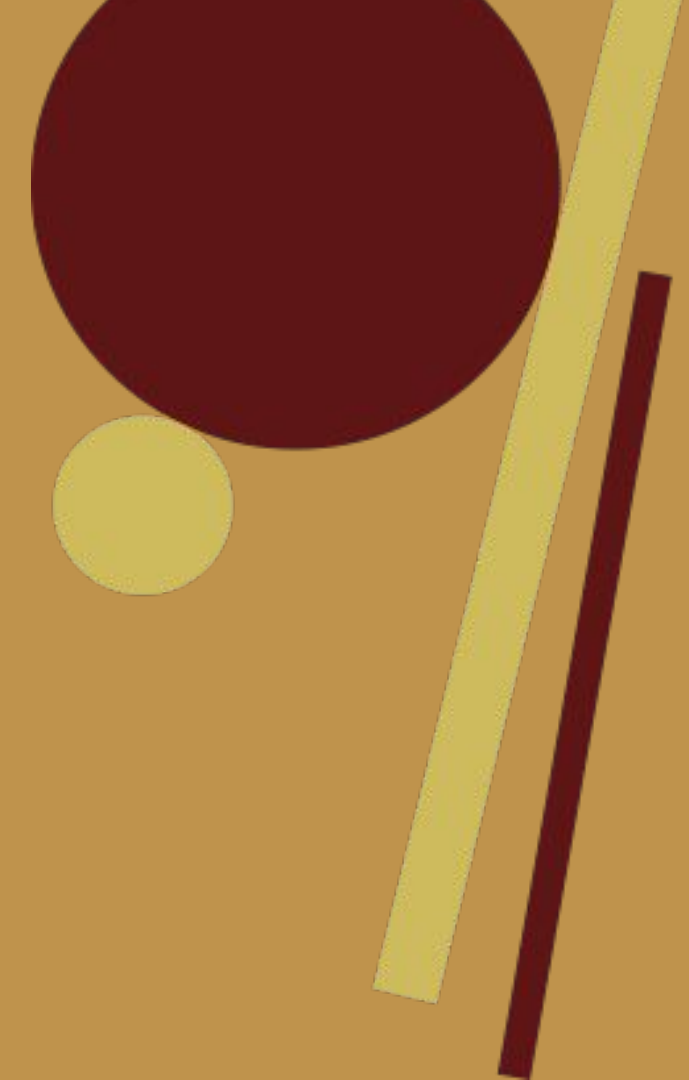
This multi-step approach is designed to facilitate effective short-term and long-range planning for maximum compliance.



District Overview

Our district has a total student enrollment of 4,838 students, with 977 students classified as eligible under IDEA with IEPs . This represents a classification rate of 20.2%,

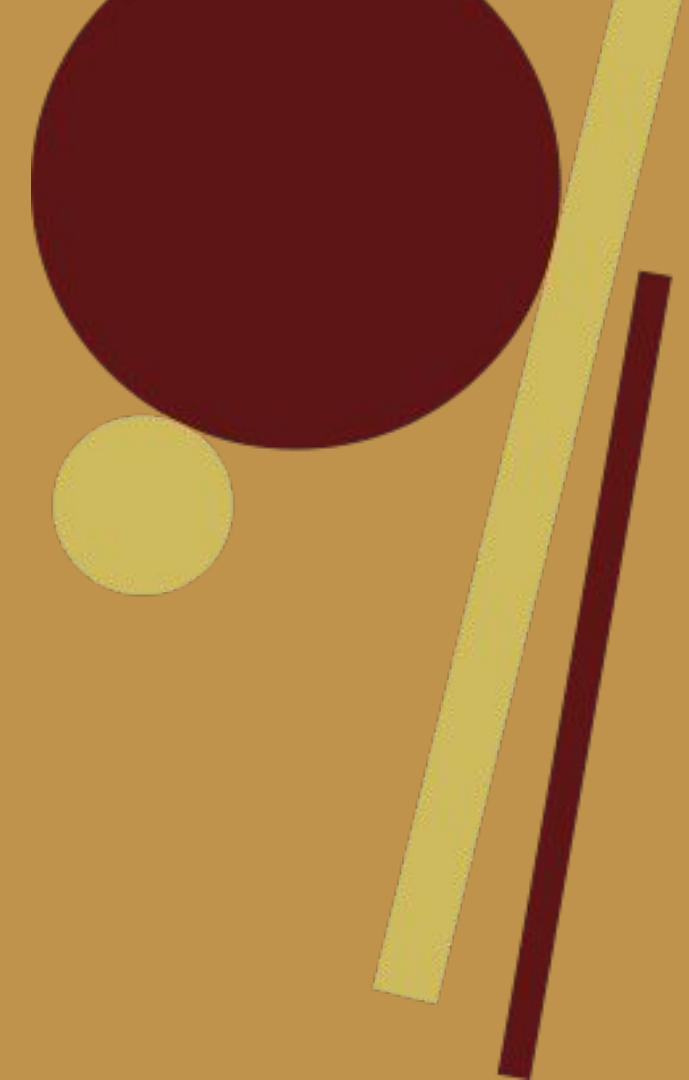
Additionally, 229 students in the district are receiving accommodations and modifications under Section 504 of the Rehabilitation Act of 1973, representing just over 4.73% of the student population .



Key Commendations

The audit identified several areas where the Mount Olive Public Schools Special Education Department demonstrates strengths:

- More than average inclusion programs are offered.
- There is substantial compliance with Least Restrictive Environment (LRE) requirements.
- The district demonstrates substantial compliance with procedural legal requirements.
 - Parent/Student Involvement
 - Program modifications/accommodations
 - Progress Monitoring

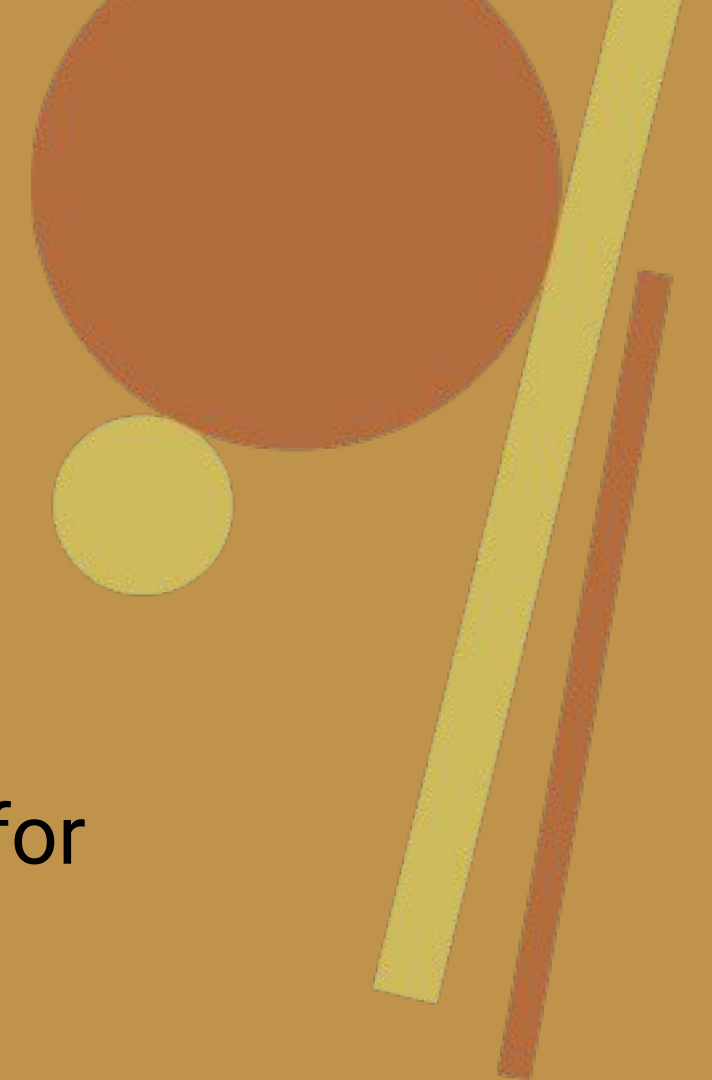


Areas Needing Improvement:

The audit also highlighted areas where improvements and professional development are recommended

Professional Development for staff to:

- develop more detailed present levels to make them more understandable for parents and other staff.
- create more detailed statements of eligibility.
- develop the use of aide plans and planning for how to develop more independence for students and fading aides, as appropriate.
- document extended school year (ESY) analyses and determinations.
- expand transition planning options.
- review annually special education code, best practices, and judicial decisions.
- Response to Intervention (RTI) and Section 504 basics, with a focus on eligibility, evaluation, and planning .



Our Steps so far...

- Enhanced Professional Development for staff (w/Directors of Special Education, Special Education attorney, NJIE & NJDOE)
 - writing of PLAAFPS
 - Aides-Fading Supports and Plans
 - MTSS training/interventions that work
 - transition planning
- Enhanced documentation in IEPs
- CST implemented specific steps to strengthen the eligibility statements (Review Process & Collaboration)
- Created templates for CST to follow and add to IEP for the need of a support staff.
- Review of PLAAFPS for students from each case manager
- Created resource folders created for each case manager grades 6-12.
- Undertake a review of the District's current Section 504 and IEP procedures and practices, revise them and create associated manuals (504 & Child Study Team (CST))



Conclusion

This audit provides valuable insights into the strengths and areas for growth within our special education department.

The recommendations outlined in the report will help us enhance our practices and ultimately improve outcomes for all our students with disabilities.

We are committed to implementing these recommendations through targeted professional development and the development of clear policies and procedures.

