

**New Jersey Department of Education  
Special Education Receiving School Monitoring**

**Receiving School:** Collier School

**County:** Monmouth

**Monitoring Dates:** January 10-11, 2005

**Monitoring Team:** Karen Frumen, Elaine Lerner and Carmen Fanucci

**Background Information:**

During the 2003–2004 school year, the Collier School conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Collier School with an opportunity to evaluate its strengths and areas of need with regard to:

- The provision of a free, appropriate public education (FAPE) for students with disabilities in the least restrictive environment;
- The development and implementation of policies and procedures resulting in procedural compliance; and
- The organization and delivery of programs and services to meet the needs of the students with disabilities.

The self-assessment was designed to identify areas of strength, promising practices, areas that need improvement and areas that may be noncompliant with state and federal requirements. The Collier School developed an improvement plan to address identified areas of need.

The New Jersey Department of Education (NJDOE) conducted an on-site monitoring to verify the self-assessment findings, to assess the appropriateness of the improvement plan, and to determine the progress in implementing the plan.

During the monitoring process, the monitoring team reviewed receiving school documents such as policies and procedures, student records from sending districts, lesson plans, services as indicated in IEPs, staff evaluations, student count information, master student lists, class lists, schedules of students/ teachers/related service personnel, and other relevant information. Interviews were conducted with the receiving school's special education administrators, building principals, special education teachers, parents and related service personnel.

**School Strengths:**

The Collier School is commended for their technology program that includes internet access. This program has been integrated into the curriculum and has become an integral part of many courses. Computers are available in every classroom and a computer learning and research center was established in the media center. In addition, the media center is the repository for the "Moral Courage Collection", a collection of more than eight hundred books about goodness, risk-taking, and making a difference as an individual. The donors selected Collier School as the educational setting for the collection because of the program's support for diversity and responsibility.

To enhance Collier School's mission for respect and worth of individuals, Collier has developed a "Human Dignity" co-curricular program that coincides with the cultural component (Standard 7.2) of the World Language Standards. This program includes a

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wide variety of activities, training for students and staff as well as presentations that are tied to the themes of multi-cultural education, the celebrations of diversity, prejudice reduction, anti-bias training and tolerance for differences.

The school is further commended for their drama and music programs that collaborate with the art, woodshop and trades classes to produce semi-annual productions that showcase the student body's talent. As part of their public outreach via service learning, the students take their "show on the road" to local special needs groups and community organizations. The cosmetology classes hold free clinic days for community members while the foods classes offer luncheons for senior citizens.

### **Areas Demonstrating Compliance With All Standards:**

**General Provisions, FAPE, Staff Requirements and Discipline** was determined to be areas of compliance by the receiving school during self-assessment and by the NJDOE during the on-site visit.

### **Section IV: Facility Requirements**

#### **Summary of Findings:**

During self-assessment, the Collier School accurately identified themselves compliant in the areas regarding programs provided in approved facilities and certificates of occupancy and inspections.

During the self-assessment process, the Collier School identified concerns in the areas regarding fire drills. The receiving school's improvement plan is sufficient to address this area of need. During the on-site visit, a review of records and staff interviews indicated that the receiving school has appropriately implemented specific activities to bring about correction in this area.

No additional areas of need were identified during the on-site visit.

### **Section V: Individualized Education Plan/Annual Review**

#### **Summary of Findings:**

During self-assessment, the Collier School accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP conducted with students, age 14 and older, as appropriate, signatures of participants present on IEPs, current IEP prior to service delivery, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, statewide testing and implementation of IEP components.

During the self-assessment process, the Collier School identified concerns in the areas regarding communication to sending district regarding missing IEP components. **The receiving school's improvement plan is insufficient to address this area of need because it lacks procedures to ensure that documentation of communication to sending districts accurately reflect IEP components that were missing from student IEPs. During record review, it was determined that components such as measurable goals and objectives and goals and objectives for counseling were**

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missing from IEPs. This was not reflected in the communication to the sending districts. The school must revise its plan to include procedures and an administrative oversight component to ensure that communication to sending districts accurately reflects missing IEP components.

Additional areas of need were identified during the on-site visit regarding IEP meetings conducted with appropriate participants, IEP goals and objectives and informing parents of progress toward goals and objectives.

**Areas of Need:**

**IEP Meetings Conducted with Appropriate Participants-** During the on-site visit, through record review and staff interview, it was determined that required receiving school participants do not attend IEP meetings, specifically a special education teacher. The educational supervisor attends each meeting, in place of a teacher.

- **The school will revise its improvement plan to include procedures to ensure that teachers attend IEP meetings. The plan must also include staff training and an administrative oversight component to ensure the consistent, compliant implementation of the procedures.**

**IEP Goals and Objectives-** During the on-site visit, through record reviews, it was determined that although it is not the receiving school's responsibility to do so, Collier School staff provides IEP annual goals and objectives to the IEP team. While the goals and objectives are aligned with the Core Curriculum Content Standards, they lack criteria for being observable or measurable and lack criteria for mastery.

- **The school must revise their improvement plan to either offer IEP teams goals and objectives that are observable and measurable and include criteria for mastery or communicate with the sending district to ensure that the IEP team revises the goals and objectives provided by Collier School to make certain that they are observable, measurable and include criteria for mastery.**

**Provision of Progress Reports-** During the on-site visit it was determined through record review and teacher interviews that while the school does provide parents and districts with progress reports, they do not address progress toward annual goals and objectives.

- **The school will revise its improvement plan to include procedures to ensure that students' progress toward annual goals and objectives is measured and reported to districts and parents. The plan must include staff training and an administrative oversight component to ensure consistent, compliant implementation of the procedures.**

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**Section VII: Programs and Services**

**Summary of Findings:**

During self-assessment, the Collier School accurately identified themselves compliant in the areas regarding class size and age range, exceptions for class size and age range, special class program descriptions maintained at county office, special classes serving students with similar educational needs, teachers trained and instructing in CCCSs, collaboration for home instruction, dispensing medication and nursing services.

During the self-assessment process, the Collier School identified concerns in the areas regarding policies and procedures relating to school functions and medical exams for sport teams. The receiving school's improvement plan is sufficient to address these areas of need. During the on-site visit, a review of records and staff interviews indicated that the receiving school has appropriately implemented specific activities to bring about correction in these areas.

No additional areas of need were identified during the on-site visit.

**Section VIII: Student Records**

**Summary of Findings:**

During self-assessment, the Collier School accurately identified themselves compliant in the areas regarding conformance to pupil record code, return of records upon termination, access to records is limited to authorized persons, access sheets, location of other records specified in central file, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences and maintenance of student health records.

During the self-assessment process, the Collier School identified concerns in the area regarding written notice of placement to county office. The receiving school's improvement plan is sufficient to address this area of need. During the on-site visit, a review of records and staff interviews indicated that the receiving school has appropriately implemented specific activities to bring about correction in this area.

No additional areas of need were identified during the on-site visit.

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## Summary

On-site special education monitoring was conducted in the Collier School on January 10-11, 2005. The purpose of the monitoring visit was to verify the Collier School's report of findings resulting from their self-assessment and to review the receiving school's improvement plan. The receiving school is commended for the comprehensive review conducted during the self-assessment process. As a result of that review the receiving school was able to identify areas of need and develop an improvement plan that with some revision will bring about systemic change. The receiving school is further commended for the many areas determined by the receiving school and verified by the Department of Education as compliant with federal and state statutes and regulations.

### **Areas Demonstrating Compliance With All Standards:**

**General Provisions, FAPE, Staff Requirements and Discipline** was determined to be areas of compliance by the receiving school during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by the Collier School during self-assessment and verified during the on-site monitoring visit included programs provided in approved facilities, certificates of occupancy and inspections, IEP meeting conducted at least annually, IEP conducted with students, age 14 and older, as appropriate, signatures of participants present on IEPs, current IEP prior to service delivery, IEP accessibility to teachers and providers, informing teachers and providers of IEP responsibilities, timely implementation of IEPs, observation of proposed placement, statewide testing for support and assistance, implementation of IEP components, class size and age range, exceptions for class size and age range, special class program descriptions maintained at county office, special classes serving students with similar educational needs, teachers trained and instructing in CCCSs, collaboration for home instruction, dispensing medication, nursing services, conformance to pupil record code, return of records upon termination, access to records is limited to authorized persons, access sheets, location of other records specified in central file, daily attendance available to LEAs, written communication to LEAs regarding five days of tardiness/absences, and maintenance of student health records.

During the self-assessment process, the Collier School identified areas of need regarding fire drills, communication to sending district regarding missing IEP components, policies and procedures relating to school functions and medical exams for sport teams, and written notice of placement to county office.

The on-site visit identified additional areas of need within the various standards regarding IEP meetings conducted with appropriate participants, IEP goals and objectives and informing parents of progress toward goals and objectives.

Within forty-five days of receipt of the monitoring report, Collier School will revise and resubmit the improvement plan to the county office of education and to the Office of Special Education Programs to address those areas that require revisions.