

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

Receiving School: Regional Day School at Jackson **County:** Ocean

Monitoring Dates: January 5 and 6, 2004

Monitoring Team: Carmen Fanucci, Deborah Magee, Barbara Groff, Karen Frumen

Background Information:

During the 2002–2003 school year, the Regional Day School at Jackson conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the 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 Regional Day School at Jackson 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 Regional Day School at Jackson is commended for the consistency it has achieved in maintaining its staff for a significant number of years, which provides considerable instructional and therapeutic continuity for their students.

The school provides opportunities for transition from school to work. Programs include industrial arts and job sampling that involves community work experience and school to career activities with a job coach.

In addition to encouraging participation in local district activities, the Regional Day School at Jackson provides the opportunity for general education students to attend

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

activities at the Regional Day School at Jackson. Some activities include invitations to plays and the school prom.

Areas Demonstrating Compliance With All Standards:

Staff Requirements, Facility Requirements, Discipline, Programs and Services and Student Records were determined to be areas of compliance by the Regional Day School at Jackson during self-assessment and by the NJDOE during the on-site visit.

Section I: General Provisions

Summary of Findings:

During self-assessment, the Regional Day School at Jackson accurately identified themselves compliant in the areas regarding staff development, annual reports, amendments and programs provided in nonsectarian settings.

During the self-assessment process, the Regional Day School at Jackson identified concerns in the areas regarding policies and procedures regarding maintenance of pupil records. 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 II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the Regional Day School at Jackson accurately identified themselves compliant in the areas regarding length of school day and year, provision of physical education, maintenance of hearing aids, services provided at no cost to parents, extended school year programs and services provided in accordance with IEPs and program open to observation by local education agencies (LEAs) and DOE.

During the self-assessment process, the Regional Day School at Jackson identified concerns in the areas regarding provision of services as per the IEP. 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.

An additional area of need was identified during the on-site visit regarding the documentation of the provision of the related service of counseling and rescheduling related service sessions that were not delivered due to the unavailability of appropriate staff.

Area of Need:

Provision of Services – During the on-site visit, through a review of related service logs, related service provider schedules and the staff interview process, it was determined the that related services are not being provided as per the IEPs. Related

New Jersey Department of Education Special Education Receiving School Monitoring

service providers' logs do not consistently document the frequency and duration of related services.

- **The school will revise its improvement plan to include procedures to ensure that related services are provided in accordance with IEPs. The plan must include a mechanism that ensures service logs document the delivery of related services. The plan must also include in-service training to ensure that all staff members are familiar with new procedures and activities necessary to implement IEPs. The plan must include an administrative oversight component to ensure consistent provision of related services as required by student IEPs.**

Section V: Individualized Education Plan/Annual Review

Summary of Findings:

During self-assessment, the Regional Day School at Jackson accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP meetings conducted with students age 14 and older, as appropriate, signatures of participants present on IEPs, possession of current IEPs 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 relating to administration, statewide testing support and assistance and informing parents of progress toward goals and objectives.

During the self-assessment process, the Regional Day School at Jackson identified concerns in the area regarding IEP meetings conducted with required receiving school participants, communication to sending districts regarding missing IEP components, implementation of IEP components and measurable annual goals and objectives. 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 the areas of required receiving school participants.

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

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

Summary

On-site special education monitoring was conducted in the Regional Day School at Jackson on January 5 and 6, 2004. The purpose of the monitoring visit was to verify the Regional Day School at Jackson's report of findings resulting from their self-assessment and to review the receiving school's improvement plan.

The school is commended for the exceptionally comprehensive review conducted during the self-assessment process. As a result of that review the receiving school was able to identify nearly all 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.

Staff Requirements, Facility Requirements, Discipline, Programs/Services and Student Records were determined to be areas of compliance by the Regional Day School at Jackson during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by the Regional Day School at Jackson during self-assessment and verified during the on-site monitoring visit included staff development, annual reports, amendments, programs provided in nonsectarian settings, length of school day and year, provision of physical education, maintenance of hearing aids, services provided at no cost to parents, extended school year programs, services provided in accordance with IEPs, program open to observation by LEAs and DOE, IEP meeting conducted at least annually, IEP meetings conducted with age appropriate students, signatures of participants present on IEPs, possession of a 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 relating to administration, statewide testing for support and assistance, informing parents of progress toward goals and objectives, 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 in CCCSs, teachers instructing in CCCSs, collaboration for home instruction, dispensing medication and nursing services.

During the self-assessment process, the Regional Day School at Jackson identified areas of need regarding policies and procedures relating to maintenance of pupil records, provision of services as per IEP, IEP meetings conducted with required receiving school participants, communication to sending districts regarding missing IEP components, and implementation of IEP components relating to measurable annual goals and objectives.

The on-site visit identified additional areas of need within the various standards regarding the documentation of the provision of the related service of counseling and the rescheduling of related service sessions that were not delivered due to the unavailability of appropriate staff.

Within forty-five days of receipt of the monitoring report, the Regional Day School at Jackson 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.