

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

Receiving School: Dorothy B. Hersh School

County: Monmouth

Monitoring Dates: January 30 and 31, 2006

Monitoring Team: Karen Frumen, Carmen Fanucci, Elaine Lerner, and Heather Mills-Pevonis

Background Information:

During the 2004–2005 school year, the Dorothy B. Hersh School conducted a self-assessment of policies, procedures, programs, services and student outcomes. This self-assessment component of the monitoring process provided the Dorothy B. Hersh 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 Dorothy B. Hersh 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.

Noncompliant items reflected in this report may result in nonallowable costs imposed by the Division of Finance in accordance with N.J.A.C. 6A:23-4.1 through 4.16.

School Strengths:

The Dorothy B. Hersh School provides job-sampling opportunities for students which include “on-campus” responsibilities. Throughout the ARC Center building, in which the school is located, students have opportunities to develop job readiness skills in a variety of areas. The Dorothy B. Hersh School offers a catering program that gives students opportunities to expand their food preparation skills and apply knowledge acquired in their math, reading and social skills classes.

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Areas Demonstrating Compliance With All Standards:

General Provisions, Staff Requirements, Facility Requirements, Discipline and Student Records were determined to be areas of compliance by the Dorothy B. Hersh School during self-assessment and by the NJDOE during the on-site visit.

Section II: Free, Appropriate Public Education (FAPE)

Summary of Findings:

During self-assessment, the Dorothy B. Hersh School accurately identified themselves compliant in the areas regarding length of school day and year, provision of physical education, maintenance of hearing aids, services at no cost to parents, extended school year programs and services provided in accordance with IEPs, program open to observation by LEA and NJDOE and provision of services as per IEP.

Areas of need were identified during the on-site visit regarding the provision of related services as per IEP.

Areas of Need:

Provision of Related Services – During the on-site visit, through a review of related service logs, related service provider schedules and staff interviews, it was determined that the related 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 documented and provided in accordance with IEPs. The plan must include staff training and an administrative oversight component to ensure that service logs accurately document the delivery of related services.**

Section V: Individualized Education Program (IEP)/Annual Review

Summary of Findings:

During self-assessment, the Dorothy B. Hersh School accurately identified themselves compliant in the areas regarding IEP meeting conducted at least annually, IEP meeting conducted with required receiving school participants, IEP meeting conducted with students, 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, implementation of IEP components relating to assistive technology, strategies or positive behavioral interventions to students who require them as per their IEP, opportunities for student involvement and progress in the general curriculum as indicated in their IEP, state and local graduation requirements and informing parents of progress toward goals and objectives.

Areas of need were identified during the on-site visit regarding communication to sending district regarding missing IEP components such as measurable goals and objectives and goals and objectives aligned with the core curriculum content standards (CCCS).

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Areas of Need:

Communication to Sending Districts Regarding Missing IEP Components- During the on-site visit, through record reviews and staff interviews, it was determined that the school does not consistently communicate to sending districts when IEP components such as measurable goals and objectives relating to the CCCS are missing.

- **The school will revise its improvement plan to include procedures to provide for collaboration and communication with local school districts that results in the development of a complete IEP that includes IEP components, such as measurable goals and objectives relating to CCCS. The plan must include an administrative oversight component to ensure the consistent implementation of the procedures.**

Section VII: Programs and Services

Summary of Findings:

During self-assessment, the Dorothy B. Hersh School accurately identified themselves compliant in the areas regarding class size and age range, exceptions for class size and age range, teachers instructing in the CCCSs, special class program descriptions maintained at county office, special classes serving students with similar educational needs, dispensing medication, policies and procedures relating to school functions and services.

Areas of need identified during the on-site visit included teachers trained in CCCS and nursing services.

Teachers Trained in CCCS- During the on-site visit, through observations and staff interviews, it was determined that the school does not provide sufficient training for teachers in the CCCS.

- **The school will revise its improvement plan to include activities to ensure that teachers are trained in the CCCS. The improvement plan must include procedures, staff training, a mechanism to determine the effectiveness of the training and an administrative oversight component to ensure consistent implementation of the procedures.**

Certified School Nurse - During the on-site visit, staff interviews confirmed that the school has a part-time school certified nurse and a full-time registered nurse without an approved regulatory equivalency or waiver that ensures that the full range of nursing activities as required by N.J.A.C. 6A:16-2.1(e) are met.

- **The school will revise its improvement plan to include activities to ensure that the required full range of nursing services is provided by employing a certified school nurse for the time necessary to implement the full range of nursing activities as required by N.J.A.C. 6A:16-2.1(e). The school may request a waiver of full-time status through the Regulatory Equivalency and Waiver process in accordance with N.J.A.C. 6A:5-1.1.**

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Summary

On-site special education monitoring was conducted in the Dorothy B. Hersh School on January 30 and 31, 2006. The purpose of the monitoring visit was to verify the Dorothy B. Hersh 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 and for the areas determined, by the receiving school and verified by the Department of Education, as compliant with federal and state statutes and regulations.

General Provisions, Staff Requirements, Facility Requirements, Discipline and Student Records were determined to be areas of compliance by the Dorothy B. Hersh School during self-assessment and by the NJDOE during the on-site visit.

Areas identified as consistently compliant by the Dorothy B. Hersh School during self-assessment and verified during the on-site monitoring visit included length of school day and year, provision of physical education, maintenance of hearing aids, services at no cost to parents, extended school year programs and services provided in accordance with IEPs, program open to observation by LEA and NJDOE, provision of services as per IEP, IEP meeting conducted at least annually, IEP meeting conducted with required receiving school participants, IEP meeting conducted with students, 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, implementation of IEP components relating to assistive technology, strategies or positive behavioral interventions to students who require them as per their IEP, opportunities for student involvement and progress in the general curriculum as indicated in their IEP, state and local graduation requirements, informing parents of progress toward goals and objectives, teachers instructing in the CCCS, 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, dispensing medication and policies and procedures relating to school functions and services

The on-site visit identified additional areas of need within the various standards regarding provision and documentation of related services as per IEP, teachers trained in CCCS, communication to sending district regarding missing IEP components such as measurable goals and objectives and goals and objectives aligned with the CCCS.

Within forty-five days of receipt of the monitoring report, the Dorothy B. Hersh School will develop 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.