

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

**Receiving School:** McAuley School      **County:** Somerset

**Monitoring Dates:** October 14, 15, 16, 2003

**Monitoring Team:** Paul Bilik, Sandra Gogerty

**Background Information:**

During the 2002–2003 school year, the McAuley School conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the McAuley 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 McAuley 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 McAuley 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 McAuley School's special education administrators, building principals, special education teachers and related service personnel.

**School Strengths:**

The McAuley School is commended for having been recognized for outstanding technical assistance in the early childhood special needs community. The school has facilitated inclusion with sending districts by providing in-service training to public school teachers for implementation of inclusion programs and with parents on dealing with their student specific disability. The school provides a mentoring site in conjunction with Kean and Seton Hall Universities for special education teachers.

The school is also commended for employing in addition to a full time certified nurse, a part-time LPN to cover all emergency and field trip medical needs. The McAuley School is also commended for their employment of two full time professional staff for each class. There are classroom aides available for each class.

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

**General Provision, Free Appropriate Public Education, Facility Requirements, Discipline, Programs and Services and Student Records** were determined to be areas of compliance by the McAuley School during self-assessment and by the NJDOE during the on-site visit.

### **Section III: Staff Requirements**

During the on-site visit McAuley School accurately identified themselves compliant in the areas regarding certified/licensed staff, use of PTA, COTA, private school dual employment, employment/job descriptions of paraprofessionals and criminal history verification.

During the self-assessment process, the McAuley School identified concerns regarding having an approved professional development plan. The school's plan is sufficient to address this area of need. A review of documentation provided during the on-site visit indicated that the school has appropriately implemented activities for compliance in this area.

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

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

During self-assessment the McAuley School accurately identified themselves compliant in the areas regarding IEP meetings conducted at least annually, IEP conducted with appropriate receiving school participants, IEP meetings conducted with students age 14 and over, 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 relating to administration, implementation of IEP components and informing parents of progress toward goals and objectives.

An area of need was identified during the on-site visit concerning communication to sending districts regarding physical therapy goals and objectives.

**Communication to Sending Districts Regarding Missing Components-** During the on-site visit, through record reviews and interviews it was determined that the school does not communicate with sending districts when physical therapy goals and objectives are missing.

- **The school will revise its improvement plan to include procedures to ensure that the school communicates with sending districts when IEP components, including physical therapy goals and objectives are missing. The plan must include an administrative oversight component to ensure consistent implementation of the procedures.**

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**Summary**

On-site special education monitoring was conducted in the McAuley School on October 14, 15, and 16, 2003. The purpose of the monitoring visit was to verify the McAuley School's report of findings resulting from their self-assessment and to review the McAuley School's improvement plan.

The McAuley 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 all but one area 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 Provision, Free Appropriate Public Education, Facility Requirements, Discipline, Programs and Services and Student Records** were determined to be areas of compliance by the McAuley School during self-assessment and by the NJDOE during the on-site visit.

Additional areas identified as consistently compliant by the McAuley School during self-assessment and verified during the on-site monitoring visit included certified/licensed staff, use of PTA, COTA, private school dual employment, employment/job descriptions of paraprofessionals criminal history verification, IEP meetings conducted annually, IEP conducted with appropriate participants, signatures present on IEPs, current IEPs, IEP accessibility, inform teachers/providers of IEP responsibilities, no delay in implementation, observation of proposed placement, statewide testing, implementation of IEP components, and progress reports.

During the self-assessment process, the McAuley School identified areas of need regarding having an approved professional development plan.

The on-site visit identified one additional area regarding communication to sending districts regarding missing IEP components.

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