

# New Jersey Department of Education Special Education Monitoring

**District:** Bay Head School District

**County:** Ocean

**Monitoring Dates:** September 26, 2005

**Monitoring Team:** Patricia Fair

## ***Background Information:***

During the 2004-2005 school year, the Bay Head School District conducted a self-assessment of policies, procedures, programs, services, and student outcomes. This self-assessment component of the monitoring process provided the Bay Head School District with an opportunity to evaluate 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 protection of procedural safeguards for students and their families;
- The development and implementation of policies and procedures resulting in procedural compliance; and
- The organization and delivery of programs and services resulting in positive student outcomes.

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 Bay Head School District developed an improvement plan to address identified areas of need.

The Office of Special Education Programs (OSEP) 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.

The OSEP conducted a comprehensive desk audit, of the Bay Head School District to verify the self-assessment findings, to assess the appropriateness of the improvement plan and to determine the progress in implementing the plan. Based on these activities, a determination was made by a staff member of OSEP that the district had conducted a thorough review during the self-assessment process and had developed a plan that will appropriately address all areas of identified need.

## **Data Summary:**

A review of the district's data for students with disabilities indicates that during the 2004-2005 school year, the district educated 57.1% (8 students) of students with disabilities in the general education setting for more than 80% of the school day. This rate is significantly higher than the state average of 41.9% for that year.

## **Sections Demonstrating Compliance with All Standards**

These sections were identified by the district during the self-assessment and by the New Jersey Department of Education during the monitoring process as compliant: **General Provisions, Reevaluation, Eligibility, Individual Education Program, Least Restrictive Environment, Transition, Discipline, Statewide Assessment, Graduation Requirements and Program and Services.**

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**Areas Demonstrating Compliance**

The following areas were identified by the district's self-assessment committee and by the Department of Education as compliant.

Section	Areas Demonstrating Compliance
General Provisions	<ul style="list-style-type: none"> <li>▪ Parent training</li> </ul>
Free, Appropriate Public Education (FAPE)	<ul style="list-style-type: none"> <li>▪ Oversight (IEP) implementation</li> <li>▪ Extended school year</li> <li>▪ Provision of programs</li> <li>▪ Transfer procedures</li> </ul>
Procedural Safeguards– For students who may be eligible for speech and language services (ESLS) or eligible for special education and related services (ESERS)	<ul style="list-style-type: none"> <li>▪ Consent</li> <li>▪ Implementation without undue delay</li> <li>▪ Provision of notice of a meeting</li> <li>▪ Content of notice of a meeting (ESERS)</li> <li>▪ Meetings</li> <li>▪ Provision of written notice</li> <li>▪ Content of written notice (ESERS)</li> <li>▪ Notices in native language</li> <li>▪ Interpreters at meeting</li> <li>▪ Independent evaluations</li> </ul>
Location, Referral and Identification (LRI) - For students who may be ESLS or ESERS	<ul style="list-style-type: none"> <li>▪ Referral process</li> <li>▪ Pre-referral interventions</li> <li>▪ Direct Referrals</li> <li>▪ Health summary</li> <li>▪ Vision and hearing screenings</li> <li>▪ Identification meetings timelines</li> <li>▪ Identification meetings participants</li> </ul>
Evaluation- For students who may be ESLS or ESERS	<ul style="list-style-type: none"> <li>▪ Multi-disciplinary evaluations</li> <li>▪ Educational impact statement (ESLS)</li> <li>▪ Standardized Assessments</li> <li>▪ Functional assessments (ESERS)</li> <li>▪ Bilingual evaluations</li> <li>▪ Written reports prepared by evaluators</li> </ul>
Reevaluation- For students who may be ESLS or ESERS	<ul style="list-style-type: none"> <li>▪ Reevaluation when change of eligibility is considered</li> <li>▪ Timelines</li> <li>▪ Planning meetings participants</li> <li>▪ Reevaluations prior to age 5</li> <li>▪ Procedures when parental consent cannot be obtained</li> <li>▪ Documentation of efforts to obtain parental consent</li> </ul>
Eligibility- For students who may be ESLS or ESERS	<ul style="list-style-type: none"> <li>▪ Meeting participants</li> <li>▪ Eligibility criteria</li> <li>▪ Signature of agreement and/or disagreement and rationale</li> <li>▪ Statement of eligibility (Severe Learning Disability)</li> <li>▪ Copy of evaluation reports to parents</li> </ul>

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<b>Section</b>	<b>Areas Demonstrating Compliance</b>
Individualized Education Plan (IEP) - For students who may be ESLs or ESERS	<ul style="list-style-type: none"> <li>▪ Meeting participants</li> <li>▪ IEP required considerations and components</li> <li>▪ Implementation dates</li> <li>▪ IEP provided to parent prior to implementation</li> <li>▪ Meetings held annually, or more often if necessary, to review and/or revise the IEP</li> <li>▪ Annual reviews completed by June 30</li> <li>▪ Teachers informed of their responsibilities (knowledge and/or access)</li> <li>▪ 90 day timelines</li> </ul>
Least Restrictive Environment (LRE)	<ul style="list-style-type: none"> <li>▪ Documentation of LRE decisions</li> <li>▪ Notification of, and participation in, non-academic and extra-curricular activities</li> <li>▪ Opportunity for all students with disabilities to access all general education programs</li> <li>▪ Continuum of programs</li> <li>▪ Placement decisions based on students' individual needs</li> </ul>
Transition to Preschool	<ul style="list-style-type: none"> <li>▪ Child study team participation in transition planning conference</li> <li>▪ IEPs for preschool students with disabilities implemented no later than age 3</li> </ul>
Transition to Adult Life	<ul style="list-style-type: none"> <li>▪ Beginning at age 14, IEP statement of "transition service needs"</li> <li>▪ Beginning at age 16, IEP statement of "needed transition services"</li> <li>▪ Identification of post-secondary liaison</li> <li>▪ Student and agency invitation to IEP meetings</li> <li>▪ Activities, annual goals and benchmarks relative to the student's desired outcomes</li> </ul>
Discipline	<ul style="list-style-type: none"> <li>▪ Notification of removal forwarded to case manager</li> <li>▪ Suspension tracking system</li> <li>▪ Discipline procedures employed equitably for all students</li> <li>▪ IEP team meeting for first removal beyond 10 days</li> <li>▪ Procedures for determination of change in placement</li> <li>▪ Procedures for conducting functional behavioral assessment and development of behavior intervention plan</li> <li>▪ Short-term removals resulting in a change of placement</li> <li>▪ Short-term removals that are not a change in placement—school personnel determining the extent of services to be provided</li> <li>▪ Interim Alternative Educational Settings</li> <li>▪ Manifestation determinations</li> </ul>
Statewide Assessments (SWA)	<ul style="list-style-type: none"> <li>▪ Participation</li> <li>▪ Approved accommodations and modifications</li> <li>▪ IEP documentation</li> </ul>
Graduation	<ul style="list-style-type: none"> <li>▪ IEP requirements</li> <li>▪ Out-of-district student participation</li> <li>▪ Written notice of graduation</li> </ul>
Programs & Services	<ul style="list-style-type: none"> <li>▪ Class size</li> </ul>

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<b>Section</b>	<b>Areas Demonstrating Compliance</b>
	<ul style="list-style-type: none"><li>▪ Age range</li><li>▪ Group size</li><li>▪ Common planning time</li></ul>

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**Areas of Noncompliance – Improvement Plan Review**

The following areas were identified by the district’s self-assessment committee as noncompliant. The district must revise the improvement plan for any area where there is an ‘X’ in the ‘Needs Revision’ column.

Section	Area	Improvement Plan				Improvement plan has been implemented and the district has demonstrated compliance
		Sufficient	Needs Revision*			
			P	T	O	
FAPE	<ul style="list-style-type: none"> <li>▪ Provision of related services- There is a need to ensure that the availability of related service providers does not affect the provision of services.</li> </ul>	X				
LRI	<ul style="list-style-type: none"> <li>▪ Child Find 3-21 – There are no child find procedures for school-age students</li> </ul>					X

\*P=The district must develop procedures to ensure compliance.  
 T=The district must establish timelines to ensure timely implementation of procedures.  
 O=The district must develop an oversight mechanism to ensure implementation of procedures.

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***Additional Areas of Need***

The following areas were originally identified by the district's self-assessment committee as compliant but were found to be noncompliant by the New Jersey Department of Education during the on-site monitoring.

<b>Section</b>	<b>Area</b>	<b>Activity</b>
Procedural Safeguards	Content of notice of a meeting - Notice of a meeting for student's eligibility for speech and language services does not include a statement informing parents that they may invite others with expertise to a meeting.	The district is directed to revise the improvement plan to include activities to ensure that notice of a meeting for students eligible for speech and language services includes a statement informing parents of their rights to invite others with expertise to a meeting. These activities must include procedures, in-service training and oversight to ensure that notice of a meeting for students eligible for speech and language services must include all required components.
	Content of written notice - Short Procedural Safeguards Statement for Students Eligible for Speech and Language Services does not document school district office or personnel, school district representative and County Supervisor of Child Study and list numbers of each.	The district is directed to revise the improvement plan to include activities to ensure that Short Procedural Safeguard Statement is consistently provided and documents all the correct information. These activities must include procedures, in-service training and oversight to ensure that the SPSS include all required components.
Evaluation	Functional assessments - Speech and language reports for students eligible for speech and language services do not include	The district is directed to revise its improvement plan to include activities to ensure that functional assessments for students eligible for speech and language services contain all the required components. These activities must include procedures, in-service training and oversight to ensure that functional assessments include required components.

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	documentation of parent interview and review of interventions.	
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## **New Jersey Department of Education Special Education Monitoring**

### ***Summary***

On-site special education monitoring was conducted in the Bay Head School District on September 28, 2004. The purpose of the monitoring visit was to verify the district's report of findings resulting from their self-assessment and to review the district's improvement plan. The district is commended for the comprehensive review conducted during the self-assessment process. As a result of that review, the district was able to identify nearly all areas of need and develop an improvement plan that will bring about systemic change. The district is further commended for the many areas determined by the district and verified by the Office of Special Education Programs as compliant with federal and state statutes and regulations.

A review of district data indicated that the district is significantly lower than the state average for classification and the students with special needs are being educated in the regular education setting for more than 80% of the school day.

During interviews conducted with parents by phone, parents expressed their satisfaction with the district's programs and services. They all report weekly contact with the teachers who kept them well informed regarding their child's progress. Parents felt their children were receiving a high quality of education.

Standards identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit included general provisions, reevaluation, eligibility, Individual Education Program (IEP), least restrictive environment, transition, discipline, statewide assessments, graduation and program and services.

Areas identified as consistently compliant by the district during self-assessment and verified during the on-site monitoring visit included oversight of IEP implementation, extended school year, provision of programs, transfer procedures, consent, implementing without undue delay, meetings, notice in native language, interpreters at meetings, independent evaluations, referral process, pre-referral interventions, referrals, health summary, vision and hearing screenings, identification meetings, identification participants, multi-disciplinary evaluations, standardized assessments, functional assessment for students eligible for special education and related services (ESERS), bilingual evaluations, written reports and educational impact statement for students eligible for speech and language services (ESLS).

An area of need originally identified by the district but determined to have been corrected prior to the on-site monitoring visit by the NJDOE is child find.

During the self-assessment process, the district identified areas of need regarding provision of related services.

The on-site visit identified additional areas of need within the various standards, regarding content of notice of a meeting (ESLS), content of written notice (ESLS) and functional assessments (ESLS).

Within 45 days of receipt of the monitoring report, the Bay Head School District will revise and resubmit the improvement plan to the Office of Special Education Programs to address those areas that require revisions.