

## **New Jersey Department of Education Special Education Monitoring**

**District:** Salem County Career and Technical High School

**County:** Salem

**Monitoring Dates:** May 2 and 3, 2006

**Monitoring Team:** Jane Marano and Caryl Carthew

### ***Background Information:***

During the 2004–2005 school year, the Salem County Career and Technical High School District conducted a self-assessment of policies, procedures, programs, services and student outcomes. This self-assessment component of the monitoring process provided the Salem County Career and Technical High 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 Salem County Career and Technical High School District developed an improvement plan to address identified areas of need.

The Office of Special Education Programs (OSEP) conducted an onsite 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 onsite visit, the New Jersey Department of Education (NJDOE) monitoring team reviewed district documents, including district policies and procedures, student count information, master student lists, class lists, schedules of students, teachers and related service personnel and other relevant information. A representative sample of student records was also reviewed. Interviews were conducted with the district's special education administrator, building principal, general education and special education teachers, guidance counselor and child study team members.

### **Data Summary:**

A review of the Salem County Career and Technical High School's data for students with disabilities indicates that the school is in its second year of accepting full-time special education students. The district reported an enrollment of 501 students in the fall of 2005 with 20 students eligible for special education and related services (3.99%). The district educated all 20 full-time special education students, in grades nine through twelve, in the general education setting for more than 80% of the school day.

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### Sections Demonstrating Compliance with All Standards

The self-assessment process required the district to review implementation of federal and state regulations categorized into 15 sections. Within each section, a number of areas were reviewed. The onsite monitoring visit involved verification that the sections and areas identified as compliant by the district in their self-assessment were compliant with regulations. These sections were identified by the district during self-assessment and the NJDOE during the monitoring process as compliant:

- General Provisions
- Reevaluation
- Least Restrictive Environment
- Transition to Adult Life
- Statewide Assessment
- Programs & Services

### Sections and Areas Not Reviewed

The following sections and/or areas were not reviewed by the NJDOE during the onsite monitoring because Salem County Career and Technical High School does not serve a population of students to whom these requirements apply:

- Transition to Preschool
- Reevaluation by June 30 of last year in preschool
- Notification of and participation in non-academic and extracurricular activities for students educated outside the district
- Out-of-district student participation in graduation

The following sections and/or areas could not be reviewed by the NJDOE during the onsite monitoring because no students enrolled in the district required these services at the time of or prior to the monitoring visit:

- Interpreters at meetings
- Identification meeting timelines and participants
- Evaluation
- Eligibility
- 90-day timelines
- IEP team meeting for first removal beyond 10 days
- Interim alternative educational settings
- Manifestation determinations
- Written notice of graduation

### Areas Demonstrating Compliance

The following areas, within the remaining sections reviewed, were identified by the district's self-assessment committee and by the NJDOE as compliant. These areas were reviewed for students eligible for special education and related services (ESERS).

Section	Areas Demonstrating Compliance
Free, Appropriate Public Education (FAPE)	<ul style="list-style-type: none"> <li>• Oversight of individualized education program (IEP) implementation</li> <li>• Extended school year</li> <li>• Provision of programs</li> </ul>
Procedural Safeguards	<ul style="list-style-type: none"> <li>• Consent</li> <li>• Implementation without undue delay</li> </ul>

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<b>Section</b>	<b>Areas Demonstrating Compliance</b>
	<ul style="list-style-type: none"> <li>• Provision of notice of a meeting</li> <li>• Meetings</li> <li>• Content of written notice</li> <li>• Provision of written notice</li> </ul>
Location, Referral and Identification (LRI)	<ul style="list-style-type: none"> <li>• Direct referrals</li> </ul>
Individualized Education Program (IEP)	<ul style="list-style-type: none"> <li>• IEP required considerations and components</li> <li>• Implementation dates</li> <li>• IEP provided to parents 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 of and/or access to IEPs)</li> </ul>
Discipline	<ul style="list-style-type: none"> <li>• Suspension tracking system</li> <li>• Discipline procedures employed equitably for all students</li> <li>• Procedures for determination of change in placement</li> </ul>
Graduation	<ul style="list-style-type: none"> <li>• IEP requirements</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 table includes the results of the review of the district's improvement plan and identifies those areas where correction of noncompliance was verified during the onsite visit.

Section	Area	Compliance Review
FAPE	<ul style="list-style-type: none"> <li>• Provision of related services – The district does not provide speech-language therapy services to students.</li> <li>▪ Transfer procedures – The child study team is not always notified when a student with disabilities transfers into the district, and does not develop an interim IEP when there is a disagreement.</li> </ul>	<p>Improvement plan is sufficient.</p> <p>Improvement plan is sufficient.</p>
Procedural Safeguards	<ul style="list-style-type: none"> <li>▪ Content of notice of a meeting – Notice of a meeting does not inform parents or adult students that individuals who have knowledge or special expertise may be invited to the IEP meeting.</li> <li>▪ Notices in native language – The district does not have available notices in languages other than English and does not have a procedure for obtaining such documents in a timely manner.</li> <li>▪ Independent evaluations – The district does not maintain and/or provide to parents a list of independent evaluators.</li> </ul>	<p>The district is directed to implement improvement activities to ensure that notice of a meeting contains all required components. The district must also implement an oversight mechanism to ensure correction and ongoing compliance.</p> <p>Improvement plan is sufficient.</p> <p>Improvement plan is sufficient.</p>
LRI	<ul style="list-style-type: none"> <li>▪ Child Find – The district does not have procedures for the location, referral and identification of students who may have a disability.</li> <li>▪ Pre-referral interventions – The district does not have procedures for implementation of intervention and referral services, and lacks a method for documenting the nature, frequency, duration and</li> </ul>	<p>Improvement plan is sufficient.</p> <p>The district is directed to implement improvement activities, including in-service training, to ensure that the district's intervention and referral services process includes documentation of</p>

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<b>Section</b>	<b>Area</b>	<b>Compliance Review</b>
	<p>effectiveness of interventions provided to students within the general education setting prior to referral.</p> <ul style="list-style-type: none"> <li>▪ Referral process- The district does not have procedures to ensure that staff and/or parents or adult students have the opportunity to refer students directly to the CST without first attempting interventions in the general education setting.</li> <li>▪ Health summary and hearing and vision screenings – The school nurse does not develop health summaries and does not conduct audiometric and vision screenings on every student referred for a CST evaluation.</li> </ul>	<p>the nature, frequency, duration and effectiveness of pre-referral interventions. The district must also implement an oversight mechanism to ensure correction and ongoing compliance.</p> <p>The district is directed to implement improvement activities, including in-service training, to ensure that staff and/or parents or adult students have the opportunity to refer students directly to the CST without first attempting interventions in the general education setting. The district must also implement an oversight mechanism to ensure correction and ongoing compliance.</p> <p>The district is directed to implement improvement activities to ensure that health summaries and hearing and vision screenings are conducted and results forwarded to the child study team prior to the identification meeting for students referred for initial evaluation. The district must also implement an oversight mechanism to ensure correction and ongoing compliance.</p>
Discipline	<ul style="list-style-type: none"> <li>▪ Notification of removal forwarded to case manager – The district does not notify the case manager when a student with disabilities is suspended.</li> </ul>	<p>The district is directed to implement improvement activities, including in-service training, to ensure that the case manager is notified when a student with a disability is suspended or expelled. The district must also implement an oversight mechanism to ensure</p>

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<b>Section</b>	<b>Area</b>	<b>Compliance Review</b>
	<ul style="list-style-type: none"> <li data-bbox="456 401 954 600">▪ Short-term removals resulting in a change of placement – The IEP team does not meet to determine whether the misconduct is a manifestation of the student’s disability when required.</li>   <li data-bbox="456 905 954 1167">▪ Short-term removals that are not a change in placement-school personnel consult with the special education teacher and case manager to determine the extent of services to be provided – The district does not consult with the case manager.</li>   <li data-bbox="456 1367 954 1629">▪ Procedures for conducting functional behavioral assessments and developing behavior intervention plan. The district does not have procedures for conducting functional behavioral assessments and for developing behavioral intervention plans.</li> </ul>	<p data-bbox="982 233 1284 296">correction and ongoing compliance.</p> <p data-bbox="982 401 1365 863">The district is directed to implement improvement activities to ensure that prior to a change in placement due to disciplinary action the IEP team meets to determine whether the behavior that resulted in the removal was a manifestation of the student’s disability. The district must also implement an oversight mechanism to ensure correction and ongoing compliance.</p> <p data-bbox="982 905 1349 1335">The district is directed to implement improvement activities to ensure that the case manager is consulted regarding the extent of services for a series of short term removals that are not considered a change in placement. . The district must also implement an oversight mechanism to ensure correction and ongoing compliance.</p> <p data-bbox="982 1367 1349 1759">The district must implement improvement activities to ensure that the district conducts functional behavioral assessments and develops behavioral intervention plans when required. The district must also implement an oversight mechanism to ensure correction and ongoing compliance.</p>

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**Additional Area of Need**

The following area was originally identified by the district's self-assessment committee as compliant but was found to be noncompliant by the NJDOE during the onsite monitoring.

<b>Section</b>	<b>Area</b>	<b>Improvement Activity</b>
IEP	Meeting participants – Special education teachers do not attend IEP meetings.	The district is directed to implement improvement activities to ensure that a special education teacher attends the IEP meeting for each student with disabilities. Implementation of these activities will ensure the appropriate participants are involved in the decision-making process regarding program and services. Improvement activities must include procedures, in-service training and an oversight component to ensure correction and ongoing compliance.

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## Summary

Onsite special education monitoring was conducted in the Salem County Career and Technical High School District on May 2 and 3, 2006. 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 acknowledged 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 addresses the identified areas. The district is further acknowledged for the many areas determined by the district and verified by the OSEP as compliant with federal and state statutes and regulations.

A review of the Salem County Career and Technical High School's data for students with disabilities indicates that the school is in its second year of accepting full-time special education students. The district reported an enrollment of 501 students in the fall of 2005 with 20 students eligible for special education and related services (3.99%). The district educated all 20 full-time special education students, in grades nine through twelve, in the general education setting for more than 80% of the school day.

Sections identified as consistently compliant by the district during self-assessment and verified during the onsite monitoring visit included:

- General Provisions
- Reevaluation
- Least Restrictive Environment
- Transition to Adult Life
- Statewide Assessments
- Programs & Services

Areas identified as consistently compliant by the district during self-assessment and verified during the onsite monitoring visit included:

- Oversight of individualized education program (IEP) implementation
- Extended school year
- Provision of programs
- Consent
- Implementation without undue delay
- Provision of notice of a meeting
- Meetings
- Content of written notice
- Provision of written notice
- Direct referrals
- IEP required considerations and components
- Implementation dates
- IEP provided to parents prior to implementation
- Meetings held annually, or more often if necessary, to review and/or revise the IEP
- Annual reviews completed by June 30
- Teachers informed of their responsibilities (knowledge of and/or access to IEPs)
- Suspension tracking system
- Discipline procedures employed equitably for all students
- Procedures for determination of change in placement
- IEP requirements for graduation

During the self-assessment process, the district identified areas of need regarding:

- Provision of related services
- Transfer procedures
- Content of notice of a meeting



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- Notices in native language
- Independent evaluations
- Child Find
- Pre-referral interventions
- Referral process
- Health summary
- Hearing and vision screenings
- Notification of removal forwarded to case manager
- Short-term removals resulting in a change of placement
- Short-term removals that are not a change in placement-school personnel consult with the special education teacher and case manager to determine the extent of services to be provided
- Procedures for conducting functional behavioral assessments and developing behavior intervention plans

The onsite visit identified an additional area of need regarding special education teachers attending IEP meetings.

The improvement plan submitted to OSEP has been reviewed and approved. The district is expected to implement the improvement activities described in the monitoring report to achieve compliance in all of the areas of need identified during the self-assessment, and the area of need identified during the onsite visit, within six months of the date of this report. Verification of compliance will be conducted by the County Office of Education.